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ABSTRACT

This report describes NIE's Dissemination Grants Program, documents dissemination activities in 29 state education agencies as of November 1978, and highlights similarities and differences among states participating in the program. It is primarily descriptive rather than evaluative, and reveals that while each state is committed to building dissemination capacity, variation is evident in the ways in which each state proceeds. Section I describes the program and the NTS Research Corporation Study of it, and notes similarities and differences among participating projects, including tables and narratives which illustrate program components and provide a backdrop for a more detailed examination of individual state activities. Summaries of the distinguishing features of the individual projects comprise Section II, while Section III offers a glossary of abbreviations, acronyms, and terms referenced in the report. Individual project abstracts are given for 28 states and one U.S. territory: Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Massachusetts, Michigan, Minnesota, Montana, Nebraska, New Hampshire, New Jersey, New York, Oklahoma, Oregon, Rhode Island, South Carolina, Texas, Utah, the Virgin Islands, and Wisconsin. (FM)

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1978 STATE ABSTRACTS WITH AN ANALYSIS
ACROSS THE STATES

THE STATE DISSEMINATION GRANTS PROGRAM

Building Capacity for Improvement of Educational Practice

Prepared for:

Research and Educational Practice Program
Dissemination and Improvement of Practice
National Institute of Education
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March 1979

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PREFACE

The State Dissemination Grants Program is a major initiative within the mission of the National Institute of Education "to promote educational equity and improve the quality of educational practice." The Program can be seen as contributing to an emerging nationwide configuration of efforts for the improvement of educational practice. NIE expects the State Dissemination Grants Program (SDGP) will aid the development of a nationwide capability for educational improvement by assisting a group of significant actors, state education agencies (SEAs), to strengthen their ability to provide "comprehensive and generalized" dissemination services to their clientele.

Under the sponsorship of the NIE's Program on Dissemination and Improvement of Practice, NTS Research Corporation is conducting a study of the capacity building component of the State Dissemination Grants Program (NIE Contract No. 400-76-0166, October 1976). Two major questions guide the NTS study:

- Is dissemination capacity being built as a result of this program? If so, how?
- Is the program having an effect? If so, what is the nature of the effect?

The evaluation is in two phases. Phase I of the study, an eleven-month design phase that extended from October 1976 through August 1977, was devoted to describing the program, clarifying and translating the program's goals into measurable variables, and developing a design, appropriate instrumentation, and data collection and analysis procedures for the study. Familiarization visits to 23 projects, refinements in the study design, and approval of forms clearance package occurred during September 1977 - August 1978. Phase II, the full-scale evaluation, was initiated in September 1978, and is scheduled to conclude in April 1980. Phase II objectives include describing and tracking the process of building dissemination capacity, documenting the impact of the program, sharing the study findings and analyses with NIE and the states to promote program and project improvement, and developing mechanisms for the continual evaluation and measurement of capacity building.

Five major documents were produced during Phase I of the NTS study:

- 1977 State Abstracts (September 1977) contains summaries of twenty-four capacity building projects. Included are the ten states initially funded in 1975 and the fourteen additional projects funded in 1976. The abstracts document dissemination activities in the SEAs as of May 1977.
- State Reports (July 1977) contains extensive documentation on nine of the first states funded through the capacity building component of the State Dissemination Grants Program. The mini-case studies examine dissemination activities in nine SEAs as of May 1977.

- A Compendium of Evaluation and Documentation Forms Currently in Use by State Capacity Building Projects (July 1977) is a compilation of selected instrumentation used by the capacity building projects. An accompanying narrative describes the included materials.
- Final Design Report for the Evaluation of the State Capacity Building Grants Program (July 1977) is a two-volume report. Volume I contains the proposed designs for the full-scale evaluation. Volume II contains proposed instrumentation.
- Building Capacity in Dissemination: Literature Review (March 1977) was used to inform the design process. The Literature Review consists of two separate but related products. The first summarizes dissemination literature, using an organizing framework which parallels that followed in NTS design work. The second product consists of an extensive bibliography and outline of topics covered in the Review. Each entry in the outline is followed by a list of relevant citations.

Major reports prepared during Phase II of the NTS study include:

- This report, 1978 State Abstracts (March 1979), contains summaries of dissemination activities in twenty-nine SEAs as of November 1978. Included are nine SEAs initially funded in 1975, fourteen additional projects initially funded in 1976, and six SEAs initially funded in 1977. An introductory chapter presents an analysis across the individual projects.
- Building Capacity for Improvement of Education: An Evaluation of NIE's State Dissemination Grants Program (Interim Report, July 1979), is an interim report on the full-scale evaluation the capacity building component of the State Dissemination Grants Program. Included is an overview of the evaluation, purposes of the study, framework, evaluation questions, data collection methods, analytic techniques and findings. The process used by SEAs to develop capacity for gaining access to information resources and for linking such resources to the needs of educators are described by studying SEAs that have received capacity building grants.
- Intelligence for Dissemination Service Capacity: A Conceptual Framework (March 1979) This conceptual framework was completed to guide the development and refinement of questions, variables and instrumentation for the service capacity component of the NTS study.
- Information About Users and Usages: A Literature Review (March 1979) is a companion document to A Conceptual Framework. The review was prepared as part of the design process used to develop the framework.

- The Client Assessment Package (December 1978) is a set of five machine-readable instruments developed by NTS to record the process of seeking and using information and assistance for educational improvement. Linked by a common identification field, the five forms in the package are the Service Form, Process Form, Linker Form, Immediate Feedback Form and Client Assessment Form. An accompanying Guide to the Client Assessment Package provides instructions for completing and using the forms.
- Request for OMB Clearance with Supporting Documents for the Evaluation of the State Capacity Building Program in Dissemination (June 1978) is the justification and instrumentation package prepared for and approved by the Office of Management and Budget for use in the evaluation.
- A Framework for the Evaluation of the State Capacity Building Program (May 1978) presents the organizing framework for the evaluation. The focus of the evaluation, dissemination capacity, is conceptualized to consist of two major components: service capacity and user capacity. The first year of the full-scale evaluation examines service capacity; further design work will specify the focus of the second year's evaluation.

Additional documents will be prepared during the second year of the full-scale study. By evaluating the process of developing dissemination capacity in selected SEAs and by assessing the program's effects, the NTS study aims to provide basic information for the improvement of state dissemination efforts, to develop mechanisms for the continual evaluation and measurement of dissemination capacity, and by so doing, to foster the development of a nationwide educational dissemination system or configuration.

ACKNOWLEDGMENTS

Documenting a program as diverse and dynamic as NIE's State Capacity Building Grants Program required the cooperation and support of many people. We would like to express our appreciation to State Capacity Building Program (SCBP) participants at the federal, state, intermediate, and local levels for their contributions to this report.

We owe special thanks to the twenty-nine directors whose projects are summarized in this document. Without their open and enthusiastic cooperation, this report could never have been written. Special thanks are extended to each project staff for their contributions. We would also like to thank those administrators in each state who demonstrated their support for the projects by spending time with us. All these people gave of their time to answer questions, arrange interviews, and supply documentation for this report. With warm receptivity, they helped familiarize NTS staff with the twenty-nine capacity building projects.

We also wish to acknowledge the cooperation of the Chief State School Officers in supporting our study and particularly Paul Sandifer, who served as liaison with the Council of Chief State School Officers and the Committee on Evaluation and Information Systems.

We are also grateful for the guidance of our advisory council members: Richard Brickley of Research and Information Services for Education; David Clark of Indiana University; Paul Hood of Far West Laboratory; and Sam Sieber of the Virgin Islands and director of a precursor to this evaluation, the study of the Pilot State Dissemination Program.

We are indebted to those NIE staff who contributed to this report. Special words of recognition are extended to those individuals within NIE's Program on Dissemination and Improvement of Practice who have been involved in the State Dissemination Grants Program. Mary Ann Millsap and John Egermeier have served as federal project officers for our study. Charles Haughey and John Coulson have served as federal project officers for the Program. Ed Ellis has served as federal program officer for all regional programs. Ward Mason, Carnot Nelson and Naida Bagenstos have contributed substantively to the design of our study. Senta Raizen, Michael Kane and John Minor have had supervisory responsibilities for the Program and its evaluation. Each of these individuals played a role in structuring the NTS study. Many others within the Institute have served as federal monitors for projects in the Program.

Finally, of course, we offer our sincere appreciation to those at NTS who participated in the various stages of this projects. Special thanks go to Sol Pelavin, Jack Stenner and Joan Troy for their timely and valuable help in supervising this study. Suzanne Triplett, Judy McNeil, Keith McNeil, Wain Mengel, and Charles Mojkowski all offered professional assistance when needed. Former NTS staff members John P. Bailey and Michael Everett made important contributions.

Preparing this report was the responsibility of Nancy Greene, NTS's Director of Dissemination Project Support Services. She was ably assisted by Pat Sapaurx, Jr. and Theresa Graham. Skip Anderson did most of the design work. Bill Teitlebaum edited the report.

To all of those named above and, especially, to those we could not name or failed to mention, we offer a most sincere, "Thank You."

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I. AN ANALYSIS ACROSS THE STATES

INTRODUCTION

Under the sponsorship of the National Institute of Education's Program on Dissemination and Improvement of Practice, NTS Research Corporation is conducting a study of the State Dissemination Grants Program (SDGP). Established by NIE in June 1975, the SDGP assists state education agencies (SEAs) in developing comprehensive and generalized dissemination capacity. By evaluating the process of developing dissemination capacity in selected SEAs, and by assessing the program's impact, the NTS study aims to provide basic information for the improvement of state dissemination efforts, to develop mechanisms for the continual evolution and measurement of dissemination capacity, and by so doing, to foster the development of a nationwide educational dissemination "configuration."^{1.1}

1978 State Abstracts describes NIE's State Dissemination Grants Program. The report documents dissemination activities in twenty-nine SEAs as of November 1978, and highlights similarities and differences among states participating in the program. The report is primarily descriptive rather than evaluative,^{1.2} and reveals that while each state is committed to building dissemination capacity, variation is evident in the ways in which states proceed.^{1.3}

1978 State Abstracts is divided into three major sections. Section I describes the State Dissemination Grants Program, the NTS study, and then highlights similarities and differences among projects participating in the program. The eight tables and accompanying narratives describes program components and provides a backdrop for the more detailed examination of individual state projects. Section II contains, in alphabetical order, summaries which highlight the distinguishing features of the individual projects. A standard format of six major topic headings (Context, Information Resources, Linkages, Leadership, Clients, and Total Configuration) is used to organize each two-to-three page abstract. By using a common format to address important program components, the variation among projects is captured concisely. Section III contains a glossary of abbreviations, acronyms, and terms referenced in the report.

1.1 The word "configuration," was first used by E. Guba and D. Clark in a paper entitled, "The Configurational Perspective, A View of Educational Knowledge Production and Utilization," Council for Educational Development and Research, Washington, D.C., November 1974. Configuration is also the term agreed upon by professionals in the field of educational dissemination at the June 1977 Dissemination Forum. The word "system" was rejected since it connotes control, and "network" was rejected because of possible confusion with the National Diffusion Network.

1.2 Another NTS report, Improving State Dissemination Efforts: An Evaluation of NIE'S State Dissemination Grants Program, July 1979, is the interim evaluation report.

1.3 For the purpose of this program, and as used in this report, dissemination is defined as "a two-way process for communicating knowledge relevant to educational needs and problems so that educational

The State Dissemination Grants Program

As part of its mission "to provide every person an equal opportunity to receive a high quality education,"^{1.4} the National Institute of Education (NIE) is responsible for building "promoting educational equity and improving educational practice."^{1.5} The State Dissemination Grants Program is a major initiative of NIE to achieve its mission and part of a larger effort now underway to develop a nationwide configuration for the improvement of educational practice. The Institute expects that the State Dissemination Grants Program (SDGP) will foster the development of a nationwide configuration for educational dissemination by assisting a group of major actors in the configuration, SEAs, in improving their abilities to provide dissemination services to their clientele. The SDGP assists SEAS in developing a "comprehensive" and "generalized" dissemination capacity.

NIE perceives the concept of "comprehensive" dissemination capacity "to involve the leadership and service capability to provide information and technical assistance in the solution of problems identified by the dissemination agency or its clientele."^{1.6} Comprehensive capacity includes three components:

- Information Resources, that is, "a full range of resources including data, documents, products, and technical expertise;
- Linkages, that is, "means of linking the client group to the resource base;" and
- Leadership, that is, "leadership and arrangements which facilitate provision of services on any problem to all members of the client group."^{1.7}

Developing comprehensive dissemination capacity relates to NIE's mission to improve the quality of education, or, as it is often stated, to improve the practice of education.

^{1.3} decision-makers and practitioners can rationally consider alternatives to current practice and the results of research and development in improving educational programs. Effective dissemination activities encompass a range of communication media and techniques. Selection of specific dissemination means is influenced by the nature of the knowledge to be transmitted and the characteristics of the intended user. Among the media and techniques used are document transmission, use of electronic and other media, and interpersonal communication." (National Institute of Education, Program Announcement: State Dissemination Grants Program, FY 78, p.6)

^{1.4} Public Law 92-318, Educational Amendments of 1972, Section 405.

^{1.5} The National Institute of Education, The National Institute of Education, U.S. Department of Health, Education and Welfare, Washington, D. C. 1979

^{1.6} National Institute of Education, Program Announcement: State Dissemination Grants Program, FY 78, p.11.

^{1.7} Ibid., p.11.

Implicit in States' building "generalized" dissemination capacity is the second NIE goal of promoting equality of educational opportunity. NIE intends that the dissemination programs developed by projects "should provide access to all information resources for all educators regardless of subject field or role."^{1.8} Recognizing that differing possibilities and constraints within States may influence how a project approaches the accomplishment of this goal, the Institute has outlined three approaches that States may follow to achieve a dissemination capacity which promotes equality of educational opportunity:

- Specific-Clientele Approach. A project may begin by providing comprehensive services to a clientele limited in role or number and then expand such services to cover all potential clients. For example, a project might initially serve only LEA superintendents and gradually expand its scope to serve all educational practitioners.
- Specific-Topic Approach. A project may begin by providing less-than-comprehensive services to all potential clients. For example, initially a project might provide only pre-packaged information on a few specific topics to appropriate clients and then expand the services they provide to these clients.
- Generalized Capacity Building Approach. A project may, from its inception, attempt to provide all potential clients with access to whatever resources they need. For example, a project may provide all educators with comprehensive services from the beginning, with development efforts focusing on refinements in the program.^{1.9}

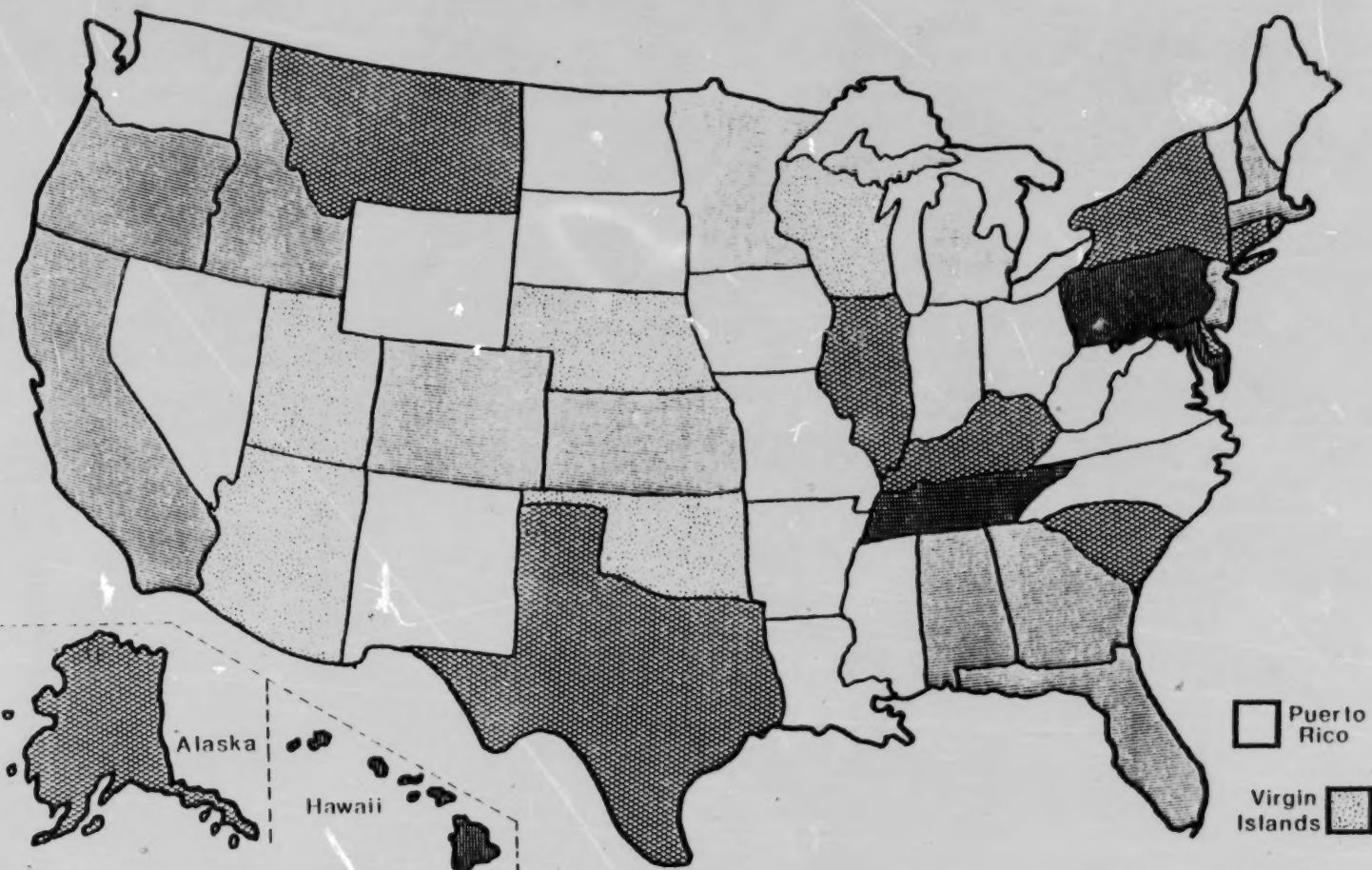
Two types of awards are made to SEAs through the State Dissemination Grants Program:

- Capacity Building Grants, which average \$100,000 each, support activities to develop the capability or readiness of an SEA to provide dissemination services to its constituents. These grants support SEA efforts to build a comprehensive and generalized state dissemination capacity system. These awards are of one-year duration and potentially renewable for three-to-five years.
- Special Purpose Grants, which average \$25,000 each, support relatively low-cost, short-term SEA improvement efforts related to building a dissemination system. These grants are used to support such SEA activities as initial planning, training of personnel, or the development of specific dissemination resources.

^{1.8} Ibid., p. 11.

^{1.9} Ibid., p. 11-13.

In 1975, ten states were awarded capacity building grants and five states received special purpose grants through the SDGP. In 1976, fourteen capacity building grants and five special purpose grants were awarded. In 1977, six additional Capacity Building Grants and five more special purpose grants were awarded. In 1978, four new capacity building grants and five more Special Purpose Grants were awarded. Pending availability of funds, NIE anticipates supporting one more cohort or group of states so that all those interested and qualified can be included in the program. Figure 1 indicates those states that have received capacity building grants through NIE's State Dissemination Grants Program.



States Receiving Capacity Building Grants
Through NIE's State Dissemination
Grants Program

- Cohort I
- ▨ Cohort II
- ▤ Cohort III
- ▧ Cohort IV

FIGURE 1

States Receiving Capacity Building Grants
Through NIE's State Dissemination
Grants Program

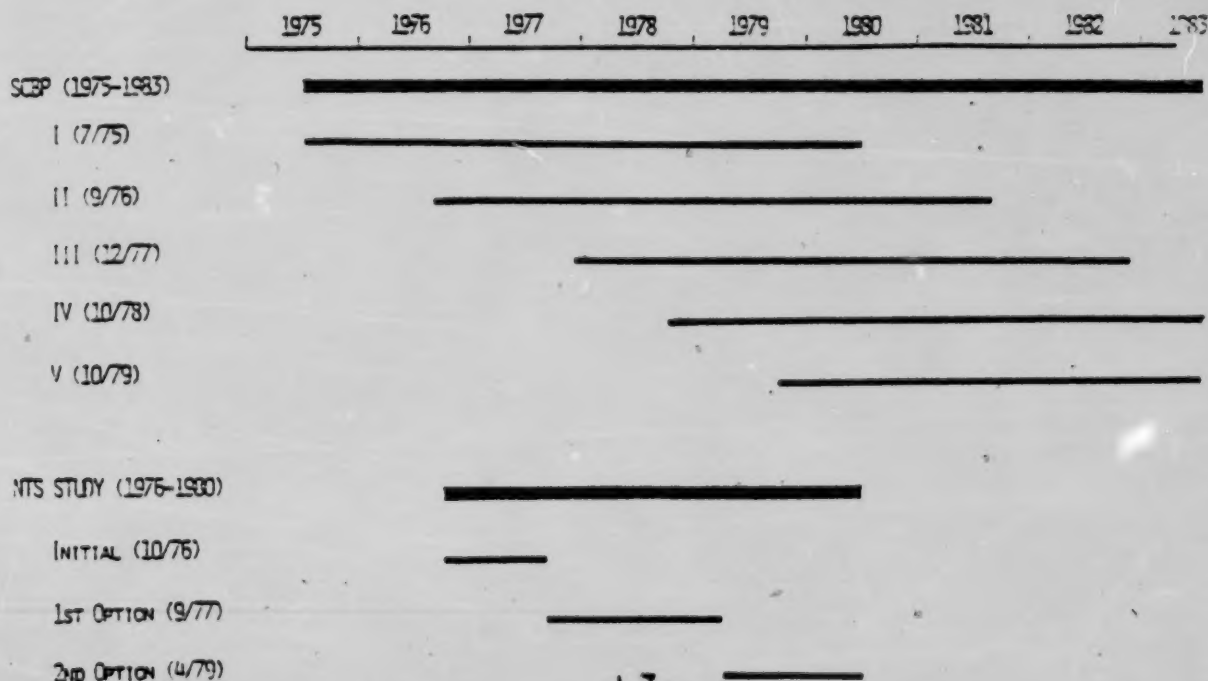
The NTS Study of the State Dissemination Grants Program

The NTS Study of the State Dissemination Grants Program examines the process of developing comprehensive and generalized dissemination capacity in SEAs. The special purpose grants are not included in the NTS Study since they are only of one year's duration and are not intended to be comprehensive in scope. The term, State Capacity Building Grants Program (SCBP), refers to the portion of the State Dissemination Grants Program which comprises the object of the NTS Study.

The NTS Study is comprised of two phases. Phase I was a eleven month design phase, October 1976 to August 1977, devoted to describing the program; clarifying and translating the program's goals into measurable variables and developing a design for the study, appropriate instrumentation, and data collection and analysis procedures. Familiarization visits to 23 projects, refinements in the study design, and the approval of an OMB forms clearance package occurred during September 1977-August 1978. Phase II, the full-scale evaluation, was initiated in September 1978 and is intended to extend until April 1980. Phase II objectives include describing and tracking the process of building dissemination capacity; documenting the impact of the program; sharing the study's findings with NIE and the states to promote program and project improvement; and developing mechanisms for the continued evaluation and measurement of capacity building. Timelines for the state capacity building component of the State Dissemination Grants Program and the NTS Study are presented in Figure 2.

Figure 2

Timelines for the State Capacity Building Program (SCBP) Component
Of The State Dissemination Grants Program and the NTS Study



While Figure 2 diagrams a program that will extend for up to eight years, it does not indicate the history of SEA involvement in dissemination efforts. As a "key linker of R&D to local education agencies," the SEA has been the focus of such efforts for many years. The Institute's focus on SEAs and capacity building is based upon earlier efforts by states and the federal government in this area. Under the Pilot State Dissemination Program (1969-1972), three states participated in federally funded efforts to devise and field test a dissemination model appropriate for SEAs. That model included information resources services and management capabilities in the state agency, along with field agents who linked information resources to practitioners in selected areas. Subsequently, half-a-dozen other states participated in similar activities which were based on state-designed linkage variations of the model. While SEA capability for managing the program and providing information services was a common element, the amount and type of field services varied from state to state.

Similarly, in the State Dissemination Grants Program, while participating SEAs are committed to building comprehensive and generalized capacity, variation is evident in the ways they proceed. For example, one state began by focusing on the development of special files to augment its resource base; another began by emphasizing the identification and training of linkage agents to work out of regional educational service centers; while still another began by strengthening the technical assistance activities of the SEA to assist in local problem-solving and improvement efforts. The State Dissemination Grants Program is designed to accommodate such variation and the NTS Study of the SDGP is designed to document that variation.

At times, the variation among projects is so great as to make even the most general comparisons difficult. The more closely one examines the twenty-nine projects surveyed in this report, the more evident it becomes that, individually, each project is a set of circumstances unto itself, lending considerable support to Mason's thesis that regional dissemination planning should "negotiate" divergent interests, viewpoints, and configurational pluralism rather than adopt a strict problem-solution or system-design orientation.^{1.10} However, project similarities and differences can be generalized usefully in terms of functions, goals and generic structures; and though some detail is lost by aggregation, this cumulative description of the projects does provide a helpful frame of reference for examining each project individually. That is, the eight tables presented in this section, and the accompanying explanatory narratives, are intended to provide an overview of the twenty-nine individual state abstracts that are the principle content of this report. By design, the tables relate to the three components of comprehensive dissemination capacity; they describe, in general terms, project configurations for developing (1) comprehensive resource bases, (2) linkages among the resource base and client groups; and (3) leadership and management arrangements that facilitate the provision of dissemination services. Beginning, therefore, with descriptive data about the general contexts in which the projects operate, the tables proceed to aggregate information about the respective SEAs, the intermediate units and/or regional organizations within each state, the

1.10 Mason, Ward, "A Conceptual Framework for Planning the Regional Program," Washington, D.C.: National Institute of Education, 1979.

characteristics and functions of information resource bases utilized by each project, the scope and nature of each project's linkage component, and descriptive data relating to project operation and management.

The discussion of similarities and differences among states parallels the outline structure of the abstracts themselves, with two tables each relating to the four topics of Context, Information Resources, Linkages, and Leadership. The concept of generalized dissemination capacity is not addressed by the included tables^{1.11}; however, the individual abstracts contain a separate subsection, Clients, which contains information pertaining to those who are served by the project.

1.11 See NTS Research Corporation, Improving State Dissemination Efforts: An Evaluation of NIE's State Dissemination Grants Program, July 1979.

SIMILARITIES AND DIFFERENCES AMONG CAPACITY BUILDING PROJECTS

CONTEXT

Strong support exists for the states' contention, and the Institute's recognition, that SEAs present relatively unique settings for the implementation of capacity building projects. While the states do differ in many ways, this does not negate the need for the development across all states of increased capability in the generic components (i.e., information resources, linkage, leadership/management) that are the cornerstones of the program.

Table 1 summarizes the context within which each state's project has developed; Table 2 examines the intermediate units and regional structures within states. While almost every category within the two tables demonstrates the variation among the twenty-nine states surveyed, the report also highlights common capabilities which SEAs have developed to provide "comprehensive and generalized" services for their clientele.

State Context for the Projects

Within the framework of numbers and expenditures presented in Table 1, the salient characteristics of states' context may be summarized by two words: multiplicity and diversity.

Geographic Size and Population Rank

With respect to geographic size, gross population, and population density, the twenty-nine states appear intuitively to constitute a good representative sample for the country as a whole. Among the 29 projects are the country's three largest states (Alaska, Texas and California), its six smallest states (Rhode Island, Connecticut, Delaware, Massachusetts, New Jersey and New Hampshire), a good spread of medium-size states such as Michigan, Minnesota, Illinois and Wisconsin, and a U.S. territory with a total land area of 133 square miles. A similar spread is represented in terms of gross population and population densities; included are the two states with the largest populations (California and New York) and several states with very low overall populations (Alaska and Delaware). States with capacity building projects include those both densely and sparsely populated. Alaska, the largest state in geographic size, has fewer people than any state except Wyoming; while Texas, the second largest state in area, ranks third in population. Delaware, the second smallest state ranks forty-seventh in population, while Connecticut, the third smallest state ranks twenty-fourth.

Schools and Enrollments

Similar diversity is demonstrated by the school and enrollment figures for the twenty-nine states. Predictably, school and enrollment figures are related to gross population, with the most populous states,

Table 1
State Context For The Projects

	SIGNIFICANT STATE CHARACTERISTICS		SCHOOLS AND ENROLLMENT				STATE EDUCATION AGENCY		
	SIZE	POPULATION ¹ RANK	NUMBER SCHOOL DISTRICTS	NUMBER PUBLIC SCHOOLS	TOTAL ² PUBLIC SCHOOL ENROLLMENT	PUBLIC SCHOOL PROFESSIONALS	TOTAL PROFESSIONAL STAFF	CHIEF STATE SCHOOL OFFICER ³	TOTAL CURRENT EDUCATION EXPENDITURES ⁴
ALABAMA	29	21	127	1,331	789,000	39,013	687	A/SBE	1,231,256,000
ALASKA	1	91	51	536	94,000	4,900	130	A/SBE	344,079,000
ARIZONA	6	32	227	847	543,000	24,413	140	E	851,805,000
CALIFORNIA	3	1	1,042	7,043	4,154,000	244,333	2,400	E	6,975,305,000
COLORADO	8	28	181	1,280	565,000	34,587	110	A/SBE	971,570,000
CONNECTICUT	48	24	165	1,109	606,000	34,571	155	A/SBE	649,931,000
DELAWARE	49	47	16	180	111,000	7,530	75	A/SBE	268,246,000
FLORIDA	22	8	67	2,202	1,536,000	84,949	1,104	E	2,205,579,000
GEORGIA	21	14	187	1,766	1,000,000	60,000	300	E	1,360,678,000
IDaho	13	41	113	548	206,000	11,168	63	E	283,872,000
ILLINOIS	24	5	1,024	4,536	2,600,000	129,543	1,010	A/SBE	3,104,160,000
KANSAS	14	31	306	1,583	440,000	30,353	112	A/SBE	676,257,000
KENTUCKY	37	23	181	1,408	795,000	37,343	600	E	1,019,863,000
MASSACHUSETTS	45	10	436	2,380	1,136,000	84,324	550	A/SBE	1,349,860,000
MICHIGAN	23	7	581	3,843	2,128,000	130,119	889	A/SBE	2,885,497,000
MINNESOTA	12	19	441	1,691	880,000	51,366	376	A/SBE	1,747,894,000
MISSISSIPPI	4	43	600	827	170,000	9,600	180	E	246,310,000
NEBRASKA	15	35	1,091	1,784	304,000	22,506	800	A/SBE	331,119,000
NEW HAMPSHIRE	47	42	168	500	174,000	11,000	54 / 600 ⁵	A/SBE	278,000,000
NEW JERSEY	46	9	610	2,400	1,382,000	37,955	924	A/G	1,954,559,000
NEW YORK	30	2	737	4,321	4,501,000	203,138	1,100	A/SBE	5,525,374,000
OKLAHOMA	18	27	623	1,771	548,000	35,510	223	E	857,453,000
OREGON	10	30	230	1,285	461,000	29,270	180	E	686,897,000
RHODE ISLAND	50	39	40	349	172,000	9,423	381	A/SBE	251,894,000
SOUTH CAROLINA	40	26	92	1,165	618,000	38,123	275	E	890,639,000
TEXAS	2	3	1,113	5,303	2,900,000	168,000	1,000	A/SBE	3,825,465,000
UTAH	11	36	40	573	317,000	15,000	322	A/SBE	547,872,000
VIRGIN ISLANDS	N/A	N/A	2 ⁶	33	12,000	1,636	40	A/G	39,583,000
WISCONSIN	26	16	427	2,248	918,000	57,408	364	E	1,437,968,000

¹ 1970 Census Figures

² Public school enrollment figures are rounded to nearest thousand for 1977-78.

³ Chief State School Officer method of selection: A/SBE = Appointed by State Board of Education
A/G = Appointed by the Governor
E = Elected by popular vote

⁴ State Government Finances in 1977, p. 39.

⁵ The number of professionals working directly with public elementary and secondary schools is 34. The N.H. SEA runs the Division of Vocational Rehabilitation and Division of Post Secondary Education; included professionals in these divisions brings the total number of public school professionals to 600.

⁶ The SEA and LEA are one entity, but there are two school districts. The local superintendents are deputy commissioners as well.

California and New York, having both the most public schools and the most students. The number of school districts, however, appears not to vary with both the size and relative population density of the state. For example, despite their disparity in size, Utah and Rhode Island both have 40 school districts, and Nebraska, ranking 15th in size and 35th in population, has more school districts (1,091) than California (1,042). The ratio of public school professional staff to students appears to range narrowly between 15 and 18 to 1 as a rule, and from a high of 244,000 professional staff persons in California, to lows of 4,900 in Alaska and 1,636 in the Virgin Islands.

State Education Agency

By law, each SEA is supervised by a chief executive officer known variously as the Commissioner, Chief State School Officer (CSSO), or Superintendent of Education. In eleven of the twenty-nine states, the CSSO is an elective position; in the other eighteen states, the office is appointed. Sixteen of the appointed CSSO's are appointed by the State Board of Education, while the other two are appointed by the governor, who is in turn elected. Thus, in thirteen of the states, a CSSO's tenure may end at the completion of an elected official's term.

SEAs vary widely and rather unpredictably in size, from a high of 3,100 professional staff in New York State, to a low of 40 in the Virgin Islands. Although the average number of professionals for the twenty-nine SEAs was slightly less than 600, only nine SEAs had more than 600 professionals. Across the spectrum of variables, differences in the size of SEA professional staff appear more closely attributable to particularities of state history, urban-rural population distributions and other specifics, rather than to any set of easily tabulated characteristics. Though Alaska, for example, has virtually the same number of public schools as Idaho, its SEA has twice as many staff professionals. Total annual expenditures, on the other hand, seem to be correlated with population-related variability, from California's \$6.9 billion and New York's \$5.5 billion, to lows of approximately \$248 million for Montana and less than \$40 million for the Virgin Islands.

Summary

Table 1 documents only the most general context variables for the projects. Though the variation within and across projects cannot always be correlated reliably with variation among states, the contextual variation provides a kind of overture for the project-specific distinctions and contrasts to follow. While no attempt will be made to relate contextual data with capacity building project variables systematically in this report, such relationships will be explored in a subsequent report.

Intermediate Units and Regional Structures Within States

Just as the country is divided into regional units for the provision of many federally-sponsored services (e.g., NIE's Regional Exchanges, USOE's Regional Offices for Educational Programs), many states have regional offices or intermediate units for the provision of at least some educational services. Expanding upon the data presented in Table 2, this subsection describes the intermediate units and regional structures within twenty-nine states with capacity building projects and explains how the structures have been used in developing state dissemination capacity. The terms intermediate unit (IU) and intermediate service agency (ISA) are used interchangeably as generic terms for any existing subdivision within a state's geographic boundaries.

Within states, intermediate units may be classified by six categories: 1) no intermediate units, 2) specialized units, 3) LEA cooperatives, 4) legally-constituted intermediate units, 5) county offices and 6) regional SEA branches.^{1.14} The categories are arranged structurally from states with no intermediate units to states with statutorily-mandated SEA branches, and functionally from structures providing restricted and specialized services to those providing a full spectrum of SEA services. An examination of the intermediate unit structures in twenty-nine SEAs reveals that one state has no intermediate units, most states have at least one type of intermediate unit, and some states have more than one form of intermediate service agency.

No Intermediate Units

In 1976, twelve states in the country had no intermediate units; in 1978, only four states in the country did not have intermediate units.^{1.15} Delaware is the only capacity building state without some form of intermediate unit. Because of Delaware's small geographic size (49th among the states) and small number of school districts (sixteen local districts including three vocational education districts), IUs are not considered essential.

Specialized Service Units

Specialized service units are a specific form of intermediate units which provide services in one or more specific areas such as vocational or special education. At least six of the states with capacity building projects have such specialized ISAs.

^{1.14} The categories are adapted from those defined by Douglas Paul in Hood, Paul D., Statewide Educational Dissemination Capacity: A Review of Recent Literature and Current Information, July 1978, pp. 61-64. San Francisco, Far West Laboratory for Educational Research and Development.

^{1.15} The four states without intermediate units in 1978 were Delaware, Nevada, New Mexico, and Vermont.

Table 2
Intermediate Units And Regional Structures Within States¹

STATE	NO INTERMEDIATE UNITS	SPECIALIZED SERVICE UNITS	LEA COOPERATIVES	LEGALLY CONSTITUTED INTERMEDIATE UNITS	COUNTY OFFICE STRUCTURE	REGIONAL SEA BRANCHES	SCB PROJECT PROVIDES LINKAGE TRAINING FOR IU STAFF	IU PROVIDES INFORMATION RESOURCE SERVICES FOR SCB PROJECT
ALABAMA			(3)		(67)	(3)	X	
ALASKA				(2)	(8)		X	
ARIZONA		(3)	(48)		(14)	(4)		
CALIFORNIA		(22) (53)			(38)			
COLORADO				(17)	(62)		X	
CONNECTICUT			(6)		(3)		X	
DELAWARE	(0)							
FLORIDA			(75)		(66)	(23)		
GEORGIA				(16)	(138)		X	
IDaho			(1)		(44)	(2)	X	
ILLINOIS					(102)	(3)	X	
KANSAS			(19)		(109)			
KENTUCKY		(14)	(7)		(119)			
MASSACHUSETTS			(46)		(12)	(6)	X	X
MICHIGAN		(22) (23)		(18)	(83)		X	X
MINNESOTA				(2)	(87)		X	
MONTANA		(5)			(24)		X	
NEBRASKA				(12)	(93)			
NEW HAMPSHIRE		(18) (20)	(4)	(12)	(10)		X	
NEW JERSEY				(4)	(21)		X	X
NEW YORK				(44)	(57)	(3)	X	X
OREGON			(3)	(29)	(20)		X	
RHODE ISLAND			(12)					
SOUTH CAROLINA			(3)		(46)			
TEXAS				(20)	(254)		X	
UTAH				(4)	(29)		X	
VIRGIN ISLANDS						(2)	X	
WISCONSIN				(12)	(72)		X	
TOTAL Number of States with unit type (Total Number Units)	1 (0)	4(217)	12 (225)	23 (277)	26(1737)	9(56)	17	4

¹The number of units is indicated in parentheses (X); an underlined number (X) indicates that the capacity building project is working with the regional structure to build state dissemination capacity.

Sources: portions of this table were derived from data prepared by Douglas Paul, as presented in Hood, Paul D., Statewide Educational Dissemination Capacity: A Review of Recent Literature and Current Information, July 1975, p. 51-64. County Office Structure data were obtained from U.S. Bureau of Census, Census of Governments, 1977, Vol. 1, No. 1, p. 207, Governmental Organization.

The most common form of specialized service unit in the states is the special education service unit. Michigan is organized into 22 districts for the provision of information services by Regional Education Media Centers (REMC) as well as into 53 Career Education Planning Districts (CEPDs). Michigan's REMCs also serve as headquarters for 22 separately staffed and funded special education programs. A goal of the Michigan capacity building project is to join these specialized channels by developing a general state information network.

In New Hampshire, special education and staff development services are provided to some school districts by Regional Education Service Centers (RESCs). Among those who receive training through the capacity building project are RESC staff. The training is designed to provide knowledge utilization skills that will enable staff to assist local school districts in diagnosing problems and carry out appropriate action plans. In addition to the 18 RESCs, New Hampshire has another specialized service unit structure composed of 20 vocational education centers.

In Oklahoma, 20 RESCs provide special education services to school districts. Five of these centers have recently become regional branches of the SEA to broaden their portfolio of services. One linker in each of three RESCs has been trained by the capacity building project. Plans for expansion include using project staff and the pilot RESC linkers to train local linkers.

Montana has 5 Special Education Service Regions for the provision of special education services; the capacity building project has trained 25 linkage agents in these regions.

Kentucky has 14 vocational education regions, and California has specialized service units for SEA priority programs. The California School Improvement Program is comprised of a network of 22 secondary school principals; the Cooperative Directors Association is composed of 63 Cooperative Directors. Administrators of both priority programs are viewed as primary clients of California's capacity building project.

LEA Cooperatives

Another form of intermediate unit is the LEA cooperative; two or more LEAs may comprise an LEA cooperative. Participation is voluntary, governance is by representation, and autonomy is higher than in legally constituted units. At least twelve of the twenty-nine capacity building states have LEA cooperatives, including Alabama, Arizona, Connecticut, Florida, Idaho, Kansas, Kentucky, Massachusetts, New Hampshire, Oregon, Rhode Island, and South Carolina. The number of cooperatives within a state ranges from one (Idaho) to seventy-five (Florida).

In some states, these LEA consortia are not viewed as the primary link between the SEA and the LEA for the delivery of educational services. This frequently occurs in those states which have other forms of

intermediate units in addition to the LEA consortia. New Hampshire, for example, has four distinct regional structures: (1) four LEA cooperatives, (2) fifty-two supervisory unions, (3) eighteen special education service units and (4) twenty vocational education centers. The four LEA cooperatives provide services to some educators in some parts of the state on a contract and grant basis. Each consortium responds to local perceptions of local needs and provides a distinct portfolio of services to its local clientele. In New Hampshire, the four cooperatives are not viewed as the major link between the SEA and LEAs.

In those states, however, where the LEA cooperative is the only type of intermediate unit and the units together provide regional coverage of the entire state, the LEA cooperative network is often the link between the SEA and LEAs for the provision of educational dissemination services. In Connecticut, for example, the only intermediate-level units are six Educational Service Centers (ESCs). These non-SEA centers are decentralized sources of informational and programmatic aid to local districts. One ESC has a unit called the Educational Resource Center (ERC) which serves as the primary information resource base for the entire state. Information searches from the ERC are available on a per search basis or by yearly subscription, at a rate based on the number of certified staff in a school district. Massachusetts has a similar arrangement with one of its cooperatives, Merrimack Education Center (MEC), one of forty-four voluntary collaboratives within the state that serve the program needs of participating local school districts. MEC has developed an Institute for Educational Services (IES) which serves as a comprehensive statewide information service center. Under contract, IES provides search services for the Massachusetts capacity building project.

In contrast, over one hundred of Kentucky's 181 districts are involved in seven independent consortia which provide services to member LEAs, but since the seven consortia do not provide regional coverage of the entire state, they are not viewed by the SEA as a mechanism for providing educational dissemination services to all LEAs.

Legally-Constituted Intermediate Units

Organizationally, legally-constituted intermediate units are placed between the SEA and groups of LEAs. Enabling state legislation and SEA rules and regulations prescribe the structure for the intermediate units. Generally, a board of control comprised of LEA representatives is the form of governance for the units; such a governance structure strongly implies a lack of SEA control. Legally-constituted intermediate units may receive resources and services from a variety of sources including

state, local and federal monies. Thirteen of the twenty-nine states (Alaska, Colorado, Georgia, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, New York, Oregon, Texas, Utah and Wisconsin) have this form of intermediate unit.

However, not all of these thirteen states have units statewide. In Utah, twenty-six of the state's forty school districts are served by four Regional Service Centers. Governed by member LEAs, these centers were created by the state legislature to serve small rural districts. In Colorado, seventeen Boards of Cooperative Services (BOCS) have been created to cluster school districts on a geographic basis and provide intermediate services and organization for solving educational problems; but not all Colorado districts are organized in BOCS, notable among these exceptions being the Denver Public School District. Similarly, in New York most of the local school districts are organized into 44 regional service units called Boards of Cooperative Educational Services (BOCES). Established by state law, BOCES operate primarily as intermediate service units; but the five largest urban school districts in the state are not members of any BOCES.

In those states where legally constituted intermediate units serve a majority of the state's schools, and where other structures (i.e., a large urban LEA) provide similar services to their respective schools, capacity building projects are likely to use both structures to link SEA dissemination services to local schools. Both New York and Colorado have structures which conform to this pattern, and both states' capacity building projects work with intermediate units as well as with the independent large city school districts.

In some states, legally constituted intermediate units, while not yet statewide, have the potential for forming a statewide network. For example, Alaska state legislation passed in 1977 provided for up to six intermediate service units to link local districts with the SEA. By fall of 1978, five units called Regional Resource Centers were operational. Alaska's centers are not part of the SEA. They are supported by grants from the state legislature, LEA subscriptions, and other contracts and grants. Similarly, Minnesota state legislation passed in 1976 allows LEAs to form up to eleven intermediate units. Nine such units called Educational Cooperative Service Units (ECSUs) existed by the fall of 1978. The capacity building projects in both states provide training to personnel in the intermediate units.

In other states, the intermediate service units do form a statewide network. Georgia, Michigan, Nebraska, New Hampshire, New Jersey, Oregon, Texas, and Wisconsin have this configuration. In each of these states, the capacity building projects are working with the IUs.

In Georgia, the state legislature established sixteen Cooperative Educational Service Agencies (CESAs) which receive annual basic grants from the state and support from their constituent LEAs. Six of those CESAs have received services through the capacity building projects, including linker training for approximately 120 consultants.

Michigan is divided into 58 Intermediate School Districts (ISDs) for the provision of some educational services. The capacity building project is working with a number of individuals at the ISD level who do searches and serve as intermediaries in search activities for requestors at all levels.

Nebraska has 19 Educational Service Units (ESUs) mandated by the state legislature but locally contracted and controlled. ESUs provide needed services to local districts. Nebraska's capacity building project has begun to utilize linkers at the ESU level.

The New Hampshire SEA works through regional structures called supervisory unions. By state law, every school district is a member of a supervisory union which provides services to either one school district or a collection of school districts (typically five). The New Hampshire capacity building project views supervisory unions as one of its client groups.^{1.16}

New Jersey's four Educational Improvements Centers (EICs) are closely tied to and monitored by the SEA. Most capacity building project-associated linkage activities emanate from the EICs.

In Oregon, the state legislature established 29 Education Service Districts (ESDs) which are supported almost wholly by LEA funds. Each ESD is a service center providing information and often products to school districts within its jurisdiction. A pilot effort at developing a two-way communication network for disseminating educational information is being implemented in selected ESDs and LEAs as part of the state's capacity building effort.

In Texas, twenty Education Service Centers (ESCs), operate as intermediate units between the SEA and LEAs in their respective regions, but are legally LEAs. The ESCs are supported by a combination of local, state, and federal monies. ESCs have no regulatory responsibilities and operate in a service capacity to all districts within their areas. The capacity building project works with a personalized linkage system of consultant/facilitators in the 20 ESCs. Twenty representatives, one in each ESC, serve as field contact persons for the capacity building project. The project provides orientation and awareness materials so that ESC consultants can make local educators aware of the project's services.

Wisconsin's 427 school districts have been assigned to 19 Cooperative Educational Service Agencies (CESAs) which use a combination of local,

^{1.16} Supervisory unions are unique to New Hampshire, Maine, and Vermont. The members of local school boards comprise collectively the supervisory union boards which serve their jurisdictions. Each union board selects the person whom they want to serve as superintendent of schools. The selected individual must be approved by the State Board; it is the State Board which gives the superintendent of schools a contract. Annual contracts are awarded for the first year of a superintendent's tenure; subsequent awards are for three-year terms. A superintendent of schools serves as local superintendent of each district within his/her supervisory union.

state, and federal funds to provide educational services to member LEAs. CESAs are viewed primarily as a service resource to LEAs rather than as regulatory intermediate agencies of the SEA. Four CESAs have served as pilot sites for first-year capacity building project linkage efforts and have been equipped with search and retrieval systems. According to Wisconsin's five year plan, a total of six-to-nine CESAs will serve as intermediate retrieval centers, and all 19 CESAs will participate in fulfilling the linkage function.

County Offices

Similar in structure but predating the legally constituted ISA is the county office. Most of the states with capacity building projects have a county office structure but do not use it to provide educational dissemination services. Three states, however, do utilize their county offices for the provision of such services: Arizona, California, and Montana.

Arizona is divided into fourteen counties; two of the fourteen county superintendents are serving as part-time linkers for the capacity building project's test of one of four different linkage "models"^{1.17}

California has fifty-eight county offices of education. SEA consultants may use the resources of the California capacity building project to serve clients within their assigned jurisdictions, but the county office structure is utilized only as a secondary link between the SEA's capacity building project and local districts.

Montana has fifty-four county offices; one county has served as the locus for training linkage agents. Nineteen pilot site agents have been trained in Missoula County; an additional 22 agents have been trained by the pilot linkers in the same county.

Regional SEA Branches

Regional SEA branch units are staffed by SEA employees who provide educational services to local schools. Local participation in the governance of such units varies. Nine of the twenty-nine states (Alabama, Arizona, Florida, Idaho, Illinois, Massachusetts, New York, Oklahoma, and the Virgin Islands) have regional SEA branches but their incidence varies. New York, for example, has five regional branches, one of which serves New York City. Other states have regional structures which encompass the entire state. Several of the capacity building projects work through their regional SEA branches.

Illinois is divided into five regions for the provision of educational services. Seventy-five SEA-directed linkers are established in five regional groups called Program Service Teams (PSTs) that serve the LEAs in their respective regions. Training for the PSTs is a major objective of the Illinois Resource and Dissemination Network, of which the capacity building project is a part.

1.17 The other "models" are: (1) five SEA specialists who provide services to small rural schools; (2) three region-based career education consultants; and (3) two LEA-based librarians.

The Massachusetts SEA is comprised of one central and six regional offices. The central office is primarily concerned with administrative functions; the regional offices have program development, service delivery and monitoring functions for specific portions of the state. A staff person from each regional office is designated as the liaison between the capacity building project and the regional office staffs. Awareness and training sessions are provided to these liaison staff.

In the Virgin Islands, the functions of both SEA and LEA are performed by the Department of Education. The territory is divided into two island districts which for the purposes of this analysis may be considered SEA branches. St. Thomas and St. John comprise one district, St. Croix the other. Through the capacity building project, each branch or district is served by one linker.

Oklahoma falls between the two extremes of SEA branch organizations (i.e., from one branch providing limited services to a portion of the state to multiple branches providing a broad range of service to the entire state). In Oklahoma, twenty specialized regional education service units (RESCs providing special education services to school districts) blanket the state; but coverage by the five units which are SEA branches is more comprehensive than that provided by the other fifteen. The capacity building project has trained one linker at each of three pilot centers, and plans for linkage expansion include using project staff and other RESC staff as linkers.

Summary

In both the provision and receipt of services, the capacity building projects are using existing structures to strengthen state dissemination capacity. The classification of state regional structures reveals that a state may be comprised of no regional networks, have a single network, or multiple networks. Each existing network may be either partial (i.e., serving only a portion of the state) or comprehensive (i.e., serving the entire state). Each network may be partially or completely associated with a state's capacity building project. A project may either provide services to an existing network (e.g., Colorado, Illinois), or receive services from it (e.g., Connecticut, Massachusetts). In addition, a project may coordinate the services of multiple networks (e.g., Arizona, Michigan). Services most often provided to intermediate units by capacity building projects involve training of intermediate unit personnel (or personnel serving specific portions of the state) in linker skills.

INFORMATION RESOURCES

The diversity apparent in the overall context of the twenty-nine states is reflected, to a lesser degree, in the information resources component of the projects. In describing this component, the program announcement states that the function of dissemination is to provide ready access by users...

to all knowledge resources available nationally, including information files, documents, data, information on programs, practices, services, and human resources. ERIC represents the largest information base in education presently available and includes some but not all the types of information mentioned. ERIC materials can provide a nucleus around which a comprehensive set of resources can be developed, but SEA projects are encouraged to make available additional sources of knowledge. These resources may be assembled in one place or they may be dispersed.^{1.18}

Two tables summarize this component: Table 3 examines the scope of each project's information resource base; Table 4 describes other characteristics of the resource base, including the location of the various resources, accession methods, sources of funding support, service policies, and resource base priorities.

Composition of Information Resource Bases

Projects use a wide range of resources in responding to requests for information and materials. Table 3 indicates those resources which projects either provide directly to clients, broker for clients, or refer to clients. Virtually every project is already capable of accessing reasonably comprehensive collections of information resources. All projects without exception have access to ERIC as well as other information files.

Only four projects lack some form of a promising practices file at this time. Promising practices files are often linked to either ESEA Title IV-C Programs or the National Diffusion Network. New York's promising practices file is designed to serve as a management information resource as well as a resource of use to LEA staff; for management purposes, the entire population of programs in a particular area, such as ESEA Title I, is entered into New York's file. With the assistance of evaluation results, the system provides a means for examining exemplary or superior programs for use by LEA staff.

Almost half (12/29) of the projects either directly provide, broker or refer clients to sources of management information. Data and statistics on a large number of variables are collected by almost every SEA, but integration with the information resource base occurs in only half of the projects. This may be due, in part, to a stipulation in the program announcement that "the dissemination of...management (data or statistical) information constitutes only a portion of the activities (defined

^{1.18} National Institute of Education, Program Announcement: The State Dissemination Grants Program, FY 78, p. 11.

Table 3

Composition of Information Resource Bases

	ERIC	FUGITIVE IN CURRENTS	LEGISLATION/ REGULATIONS	PREPACKAGED INFORMATION	OTHER RESEARCH INFORMATION FILES	PROMISING PROGRAMS AND PRACTICES	CURRICULUM MATERIALS	HUMAN RESOURCES FILE	MANAGEMENT INFORMATION SYSTEM
ALABAMA	X	X			X	X	X		
ALASKA	X	X	X	X	X	X	X	X	X
ARIZONA	X	X		X	X		X		
CALIFORNIA	X	X	X	X	X	X	X		X
COLORADO	X	X	X	X	X	X	X		
CONNECTICUT	X	X	X	X	X	X	X	X	
DELAWARE	X	X		X	X		X		
FLORIDA	X	X	X	X	X	X	X	X	X
GEORGIA	X	X		X	X	X	X		
IDaho	X	X		X	X	X	X	X	
ILLINOIS	X	X		X	X	X	X	X	X
KANSAS	X	X	X		X	X		X	
KENTUCKY	X	X	X	X	X	X	X		
MASSACHUSETTS	X	X		X	X	X	X		
MICHIGAN	X	X			X	X	X	X	
MINNESOTA	X	X	X		X	X	X		X
MONTANA	X	X			X	X	X		
NEW HAMPSHIRE	X	X		X	X	X		X	X
NEW JERSEY	X	X			X		X	X	
NEW YORK	X		X	X	X	X	X		X
OKLAHOMA	X		X	X	X	X	X		X
OREGON	X	X		X	X	X	X		
RHODE ISLAND	X	X	X	X	X	X	X		
SOUTH CAROLINA	X	X	X		X	X		X	X
TEXAS	X	X	X	X	X	X	X	X	X
UTAH	X		X	X	X	X	X	X	X
VIRGIN ISLANDS	X	X		X	X	X			
WISCONSIN	X	X	X	X	X	X	X	X	
TOTALS	29	26	13	21	29	25	24	13	12

as) dissemination...dealing only with the dissemination of management information (will) not fulfill the requirements (of this program)."^{1.19} According to NIE, the stipulation was not intended to hinder or prevent integration of management information with other resources; rather, the point of the statement was to advise prospective grantees that a management information system was not equivalent to a comprehensive resource base.

All but three projects either maintain or have access to fugitive document files containing information resources not available in ERIC or other national data bases. Fugitive files may be comprised of primarily research materials, primarily non-research materials or a mixture of materials. Most of the fugitive document files are manually accessed and organized in an ERIC-compatible manner to facilitate retrieval and allow for possible later computerization. Fugitive files may focus on a specific topic (e.g., parental involvement in the schools). Those states which use the services of San Mateo Educational Resource Center (SMERC) have access to a computerized fugitive document file, the Fugitive Information Data Organizer (FIDO).

Approximately half (13/29) of the projects have developed human resources files as a means of responding to client requests for technical assistance. Human resources files are defined as any organized and accessible compendium of individuals who are available to provide technical assistance services upon client requests. Alaska's file is a state-supported bank of human resources, with consultant services paid for by the state legislature. Many of the remaining states provide only references to human resources and do not supply financial resources for consultants. New York had plans to develop a computerized human resource file but abandoned them partly because the transitory nature of the file was seen incurring costly program and storage procedures.

Over two-thirds (21/29) of the states prepare some form of pre-packaged information. Massachusetts' Resources for Schools, Oregon's Know Paks, Illinois' and Texas' information packets are among the most sophisticated of the prepackaged materials; but in general, prepackaged information developed by the projects is of excellent quality and in high demand. However, projects tend to distribute and publicize their packages only within state boundaries; they seldom publicize their quality packages to other states or even to ERIC. Reasons for restricting distribution include limited project resources, an attempt to avoid getting into the production or distribution business, and a desire to avoid dealing with the copyright procedures needed for specific materials and large-scale productions. Prepackaged materials and information are resources that could be made available easily nationwide by submission to a central clearinghouse.

At this time, three projects (Alaska, Florida, and Texas) can provide materials or information from every resource category. In many of those projects which do not yet provide access to a comprehensive set of resources, in-house file development or access arrangements to already existing files are pending. In those projects which already provide

^{1.19} Ibid., p. 14.

access to all categories, expansion of the materials available within each category is occurring.

Variation is evident in project definitions of "comprehensive resource base."^{1.20} For example, some projects have indicated they will develop or provide access to a human resources file; others have contemplated development of such a file and then reconsidered, usually for cost and confidentiality reasons. Similarly, some projects do not view prepackaged information, legislation/regulations, or management information systems to be within the scope of a comprehensive information resource base. The program view is that client requirements and client demands are the major determinants of whether "comprehensiveness" is achieved; "comprehensiveness" is not dependent upon nor does it require or disallow any particular type of file or resource. Thus, variation is not only possible but expected.

The resource base configurations indicate that states have taken one of two approaches to capacity building. Either projects have attempted, from their inception, to provide all potential clients with access to a comprehensive set of resources, or projects have begun by providing a specialized set of services for a selected group of clients. The second approach has two facets: a project might provide services, for example, to all local superintendents, and gradually expand its scope to serve all practitioners; or a project might provide promising programs to a limited set of practitioners for whom the material was appropriate and gradually expand its scope to provide comprehensive services to a more extensive client group.

Summary

The twenty-nine capacity building projects use a wide range of resources in responding to requests for information and materials. Virtually every project is already capable of accessing reasonably comprehensive collections of information resources. All projects have access to ERIC; all but three projects either maintain or have access to a fugitive document file; only four projects lack some form of a promising practices file; over two thirds of the projects prepare some form of prepackaged information; and approximately half of the projects have developed human resources files. Variation is evident in project definitions of comprehensive resource base; but such variation is expected. Client requirements and client demands are the major determinants of whether comprehensiveness is achieved.

^{1.20} Similar variation is manifested in project definitions of clients; interested readers should refer to the "client" section of each state abstract.

Characteristics of Information Resource Base

Recognizing the diversity of the individual states, the State Dissemination Grants Program provided for a great deal of flexibility in the design and management of the information resource bases utilized by the projects. The relative scope of project information resource bases was described in Table 3; the location of the resources, accession methods, sources of funding support, service policies, and resource base priorities are presented in Table 4.

Structure of Information Resource Base

Information resources can be either assembled in one place or dispersed. The structure of the information resource bases utilized by the projects is dependent upon the location of the various resources.

All projects have some resources located within the SEA. At least four projects utilize collections which are located within IUs. More than one-third of the projects obtain resources from various other agencies, including state libraries, state museums, public libraries, private vendors, and institutions of higher education.

Resource Base Funding Sources

Capacity building grant monies are a source of support for resource bases in all twenty-nine projects. In sixteen of these projects, SCB funds are being used extensively or very extensively, with the project resource bases in four states (California, Idaho, Nebraska, and Virgin Islands) funded exclusively by SCBP monies. In sixteen states, the information resource base utilized by the projects is supported jointly by SCBP, SEA, and other federal revenues. In six other states (Delaware, Georgia, Kentucky, Massachusetts, Michigan, and Oklahoma), the resource base is supported by SCBP and SEA monies. And in two states, (New Hampshire and Montana) SCBP and other federal revenues provide support for the resource base utilized by the project.

Service Policies

The service policies of the twenty-nine projects range along a continuum from no charges to any clients for any services to charges to all clients for services. Between these two extremes, the project (or its resource base) may charge a fee for certain clients; for certain services; or provide services on a subscription basis, with subscribers determining service policies (i.e., fee or free) for clients within their jurisdiction.

Fifteen projects do not charge clients for any of the information services provided through their project. The remaining projects which charge clients for services have fees associated only with the computerized portion of their collection. Some states have more than one type of service charge (e.g., fees for certain clients and/or fees for certain services). One project (Nebraska) charges all clients a flat \$5.00 fee for each search to discourage needless searches.

Table 4

CHARACTERISTICS OF INFORMATION RESOURCES BASES

	LOCATION(S) OF COLLECTION			RESOURCE BASE FUNDING SOURCES			SERVICE POLICIES				
	SEA	ISA	OTHER	SCBP	SEA/ FEDERAL	SEA/ STATE	NO FEE	FEE FOR SOME CLIENTS	FEE FOR SOME SERVICES	SUBSCRIPTION BASIS	FEE FOR ALL
ALABAMA	X			X	X	X	X				
ALASKA	X			X		X	X				
ARIZONA	X			X	X	X	X				
CALIFORNIA	X			X			X				
COLORADO	X	X	X	X	X	X				X	
CONNECTICUT	X			X	X	X			X	X	
DELAWARE	X		X	X		X			X		
FLORIDA	X		X	X	X	X	X				
GEORGIA	X			X		X	X				
IDAHO	X		X	X				X	X		
ILLINOIS	X		X	X	X	X	X				
KANSAS	X			X	X	X	X				
KENTUCKY	X			X	X	X		X	X		
MASSACHUSETTS	X			X		X		X	X	X	
MICHIGAN	X			X		X			X		
MINNESOTA	X	X	X	X	X	X	X				
MONTANA	X			X	X		X				
NEBRASKA	X			X							X
NEW HAMPSHIRE	X			X	X			X	X		
NEW JERSEY	X	X		X	X	X			X		
NEW YORK	X		X	X	X	X	X				
OKLAHOMA	X		X	X	X	X	X				
OREGON	X			X	X	X	X				
RHODE ISLAND	X		X	X	X	X	X				
SOUTH CAROLINA	X		X	X	X	X		X			
TEXAS	X	X	X	X		X		X		X	
UTAH	X			X	X	X	X				
VIRGIN ISLANDS	X		X	X			X				
WISCONSIN	X			X	X	X		X	X		
TOTALS	29	4	12	29	19	23	16	7	9	4	1

Table 4 (cont.)

CHARACTERISTICS OF INFORMATION RESOURCE BASES

	TYPICAL CLIENT ACCESSION METHOD TO RESOURCE BASE (RB)				ORGANIZATION AND DELIVERY					CLIENT TO CLIENT 3 (VERY EXTENSIVE) TO 1 (VERY LIMITED)		RESOURCE BASE PRIORITIES 3 (HIGH) TO 1 (LOW)			
	DIRECT TO RB	VIA LINKER TO RB	VIA PROJECT TO RB	VIA LINKER, PROJECT TO RB	TRANSMIT ALL MATERIALS OBTAINED BY SEARCH	TRANSMIT SELECTION OF MATERIALS	SYNTHESIZE MATERIALS OBTAINED BY SEARCH	CRITIQUE MATERIALS OBTAINED BY SEARCH	APPLY MATERIALS TO CLIENT'S PROBLEM	P E R S O N A L	T E L E P H O N I C	DEVELOPMENT OF NEW RESOURCES	COORDINATION OF AVAILABLE RESOURCES	MAINTAINING AND UPDATING RESOURCES	
ALABAMA			X		X					2	3	2	4	3	4
ALASKA		X							X	1	3	3	3	4	4
ARIZONA	X					X				1	3	3	1	3	3
CALIFORNIA		X			X	X				3	1	1	1	4	2
COLORADO		X				X		X		4	3	4	4	4	4
CONNECTICUT	X					X				2	3	1	4	4	4
DELAWARE	X					X				1	3	2	3	4	4
FLORIDA				X		X				2	3	2	3	4	2
GEORGIA	X				X	X	X			4	3	2	3	4	4
IDAH0		X			X					1	3	2	3	3	3
ILLINOIS		X			X	X		X		4	3	2	2	3	3
KANSAS		X			X					3	2	2	3	4	4
KENTUCKY	X					X				2	4	3	2	3	4
MASSACHUSETTS													3	3	2
MICHIGAN			X			X				1	4	3	4	4	3
MINNESOTA		X				X				2	4	3	4	4	4
MONTANA		X				X				3	1	1	1	2	3
NEBRASKA			X			X				3	4	2	4	3	2
NEW HAMPSHIRE	X								X	2	3	2	3	3	3
NEW JERSEY		X				X				2	4	4	1	3	2
NEW YORK		X			X					2	3	1	3	3	4
OKLAHOMA			X			X				2	4	2	3	1	3
OREGON		X				X				3	4	2	4	3	3
RHODE ISLAND		X			X	X				4	1	1	4	4	4
SOUTH CAROLINA			X						X	3	3	4	3	4	4
TEXAS		X				X			X	3	4	2	3	4	3
UTAH	X					X			X	2	3	3	3	4	4
VIRGIN ISLANDS		X				X	X			3	1	1	4	3	2
WISCONSIN		X				X				2	4	2	4	4	3
TOTALS	7	15	5	1	8	21	2	2	5						

Fees for Certain Clients. Seven projects charge certain clients a fee for computerized information services. Idaho and Kentucky charge non-educators, and New Hampshire charges non-SEA personnel for on-line costs (approximately \$10.00-\$25.00/search). South Carolina charges college and graduate students \$15.00 for such services. Texas levies a \$25.00 computer search charge for students at institutions of higher education. In Connecticut and Massachusetts, the resource bases utilized by the projects charge, on a per-search basis, clients who are not members of subscribing LEAs. Wisconsin levies a \$10.00 charge for their non-pilot IUs, called Cooperative Educational Service Agencies (CESAs).

Fees for Certain Services. Nine projects charge a fee for certain services. In Idaho, microfiche reproduction is provided at a cost of 10¢ each. As of October 31, 1978, Kentucky charges for hard copy reproduction which exceeds 50 pages. In Massachusetts, MEC charges minimal costs for microfiche and hard copy. Michigan and New Jersey charge all clients on-line searching costs; while New Hampshire and Idaho just charge certain clients (non-SEA personnel and non-educators, respectively) for on-line searching costs. Wisconsin provides two microfiche free and then charges for additional fiche. Although the Utah project does not charge for specific services, suggested maximums for certain services exist: 25 abstracts, off-line; 5 abstracts, on-line; 50 titles, off-line; 20 titles, on-line.

Subscription for Services. The resource bases used by four projects provide searches to the SEAs, ISAs, or LEAs on a subscription basis. The Colorado project allocates a certain number of free searches (usually 75 per year) to each intermediate unit (BOCS) involved with the project; if and when the number of requests exceeds the search allocation for a BOCS, clients will be charged for searches in a manner yet to be determined. Connecticut's Educational Resources Center provides yearly subscriptions to LEAs, with rates based upon the number of certified staff in the school districts. Two search formats (and rate schedules) are available to subscribers: a computer printout of a maximum of 125 abstracts per search and an indepth search wherein an individualized package is assembled. In Massachusetts, subscriptions or contracts for search services are available to LEAs through the Merrimac Education Center's Institute for Educational Services. Finally, in Texas, search services are free to schools, but the twenty regional Educational Service Centers (ESCs) must subscribe for services, with all requests from the field flowing through the appropriate ESC.

Primary Accession Method

The processes clients use to access the resource base vary among projects, but in a majority of the projects a personal linkage agent is involved in the typical transaction. In fifteen projects, each client contacts a linker who contacts the resource base. In one project, the client contacts a linker who contacts a project staff member who, in turn, contacts the resource base. In five other cases, the client contacts a project staff person (who in some cases is a designated "linker"), and the project staff person contacts the resource base or refers the client to an appropriate source. If these cases are included, twenty-one of the twenty-eight projects which typically provide access to a computerized resource base have incorporated the person-to-person medium in the pro-

cess.^{1.21} In the seven remaining projects which are typically associated with a computerized resource base, each client contacts the resource base directly. One project (Massachusetts) does not typically provide access to a computerized resource base; an individual who contacts the project for such services is referred to the proper source.

Organization and Delivery of Information Packages to Clients

While the organization of information packages delivered to clients varies from project to project, a majority of the projects do some screening of materials obtained by the search. In some cases, the screening and processing function involves routine checking for inaccurate searches; in others, the screening results in the transmission of materials thoughtfully selected for their relevance to the client's problem. In a few projects, transformation and synthesis of the selected materials occurs at the delivery point. However, in a few projects little or no transformation of the materials occurs, at either the resource base or delivery point.

Resource Base Priorities

Project resource base efforts may be devoted to three types of activities: (1) developing new resources, (2) coordinating existing resources, and (3) maintaining and updating existing resources. Overall, projects emphasize coordinating existing resources with eight projects emphasizing this above the others: Seven projects emphasize coordination and maintenance activities; three projects emphasize coordination and development functions. Among seven other projects, three priorities are reported to receive equal emphasis.

Coordination of existing resources receives the highest or a top priority in all but four states (Kentucky, Montana, Oregon, and Nebraska). Two of these projects (Kentucky and Montana) emphasize the maintenance and update function; the other two projects (Nebraska and Oregon) stress the development of new resources.

Summary

The information resource bases utilized by the projects may be either dispersed or assembled in one place. All twenty-nine projects have some resources located in the SEA. Almost half of the projects supplement SEA resources with materials from other locations (e.g., state libraries, state museums, public libraries, private vendors, and institutions of higher education). Capacity building grant monies are at least a partial source of support for resource bases in all twenty-nine projects. The service policies of the projects range along a continuum from no client charges for services to charges to some clients for services to charges to all clients for services. Coordination of existing resources is the most frequently mentioned priority of capacity building projects.

1.21 The program announcement emphasizes the importance of personal linkages: "A growing body of research in education and in other fields shows that direct, person-to-person intervention is producing information is both the preferred and most effective way to help others utilize new knowledge and practices." National Institute of Education, Program Announcement: State Dissemination Grants Program, FY 78, P. 12.

LINKAGES

Linkage activities are those "services which facilitate user access, acceptance, and successful utilization of knowledge (information) resources."^{1.22} According to the program announcement, "printed materials, media, and electronic devices can contribute to the performance of the linkage function, but interpersonal communication is essential in providing client services."^{1.23}

The projects' focus on the personal linker is consistent with the program's interest, but projects provide a wide variety of linkage services to facilitate client access, acceptance, and utilization of resources by means of a diverse array of linkage channels. Table 5 broadly categorizes the linkage services of the projects; Table 6 provides a more detailed examination of the configurations of personal linkage agents utilized by the projects.

Linkage Services

A specific linkage service may be highly personalized or non-personalized, temporary or permanent, responsive or solicitive. Major categories of linkage services include: (1) personalized linkers, (2) conferences and workshops, (3) targeted communications, (4) training, (5) mass media, and (6) computer-based user systems. For each state, the linkage services provided to clients, either as part of the capacity building project or in association or coordination with it, are indicated in Table 5.

Personal Linkers

Personal linkers provide a range of personal contact and technical assistance services. "Technical assistance" is defined as "person-to-person" assistance focused on context-specific issues, (e.g., linker assistance to a specific school)."^{1.24} Personal linkers may be either generalists or specialists; paid or voluntary; full-time or part-time; based at the SEA, ISA, LEA, building level or within another state agency (e.g., library, college). With the exception of Connecticut, all projects use personal linkage agents as their primary means of linking clients to the resource base. Table 6 expands upon this category of linkage services.

Conferences/Workshops

Conferences and workshops include temporary linkage services directed to specific topics, problems or issues. All projects use conferences or workshops for specific purposes (e.g., to highlight state promising practices).

1.22 Ibid., p. 12.

1.23 Ibid., p. 12.

1.24 Mason, Ward, "A Conceptual Framework for Planning the Regional Program," Washington, D.C.: National Institute of Education, 1979.

Table 5
Linkage Services

STATE	PERSONAL LINKERS	TARGETED COMMUNICATIONS	CONFERENCES WORKSHOPS	TRAINING	MASS MEDIA	COMPUTER BASED USER SYSTEMS
ALABAMA	X	X	X	X	X	
ALASKA	X	X	X	X	X	X
ARIZONA	X	X	X		X	
CALIFORNIA	X	X	X	X	X	
COLORADO	X		X	X		
CONNECTICUT		X	X	X		
DELAWARE	X	X	X	X	X	
FLORIDA	X	X	X	X		
GEORGIA	X		X	X	X	
IDAHO	X	X	X	X	X	
ILLINOIS	X	X	X	X	X	
KANSAS	X	X	X	X		
KENTUCKY	X	X	X	X	X	
MASSACHUSETTS	X	X	X	X		
MICHIGAN	X	X	X	X		
MINNESOTA	X	X	X	X		X
MONTANA	X		X	X	X	
NEBRASKA	X	X	X	X		
NEW HAMPSHIRE	X	X	X	X		
NEW JERSEY	X	X	X	X	X	
NEW YORK	X	X	X	X		X
OKLAHOMA	X	X	X	X	X	
OREGON	X	X	X	X	X	
RHODE ISLAND	X	X	X	X	X	
SOUTH CAROLINA	X	X	X	X	X	
TEXAS	X	X	X	X	X	X
UTAH	X	X	X	X	X	
VIRGIN ISLANDS	X		X	X		
WISCONSIN	X	X	X	X		X
Totals	28	25	29	28	17	5

Training

"Training" is defined as "staff development focused on general knowledge and skills, rather than specific programs, contents, or problems. 1.25 Linker training, user training, resource base staff training, and leadership training are all examples of the types of training associated with capacity building projects. All but one project provides training as a linkage service.

Targeted Communications

Included in the category of targeted communications are newsletters, brochures, and other printed materials which are usually prepared for specific audiences or specific objectives. Examples of targeted communications are: awareness brochures for potential users; curriculum bulletins for teachers; newsletters for specific target audiences; course guides and curriculum materials sent to local superintendents and building level administrators; curriculum-related publications targeted according to subject disciplines and grade level. All but four projects (Colorado, Georgia, Montana, and Virgin Islands) either employ targeted communications as a part of their project activities or else coordinate such communications through their projects.

Mass Media

Radio, television, newspapers, and magazines are included in the linkage category of mass media. Under the auspices of the respective capacity building projects, seventeen states make occasional use of some forms of these media to create awareness of the projects' activities and services.

Computer-Based Systems

Systems in which a user accesses the resource base by using a computer terminal or other form of telecommunications are defined as computer-based user systems. Only five projects (Alaska, Minnesota, New York, Texas, and Wisconsin) currently operate computer-based user systems.

Summary

The variation among projects is reflected by the variety of linkers they use, the types of services they provide, and the linkage mechanisms used to connect the client with the resource base. Some emphasis upon personal linkage is uniform across projects; conferences and workshops are employed generally, and most projects provide at least some training. Though computer-based user systems are relatively rare, media are used widely to generate awareness among clients of the availability both of the service in general and specific materials. To a great extent, the form of the linkage component will vary with the project's definition of which groups or persons constitute its clients; projects have attempted to use the most logical and cost-effective structures and linkages for communicating with clients. The resulting variety of personal linkage configurations is examined more closely in Table 6.

1.25 National Institute of Education, Program Announcement:
State Dissemination Grants Program, FY 78, p. 15.

Personal Linkage Agents

All twenty-nine projects place emphasis on developing cadres of personal linkage agents but, as shown in Tables 6.1 and 6.2 states vary widely in the ways their agents are deployed and in the range of services the agents provide. Total numbers, for example, range from one agent part-time to as many as 1,450 agents part-time; but these gross totals are not meaningful unless viewed in relation to variables that serve to distinguish the relative utility, coverage, and stability of the respective cadres. Initially, therefore, two distinctions are drawn to put this wide variability in context. First, some personal linkage components represent the project's attempt to establish new linkages, and second, most projects have attempted to enhance existing linkage structures or adapt prior organizational contexts to fulfill linkage functions.

Establishment of New Linkages

Only two of the 29 projects, Delaware and the Virgin Islands, have established linkage configurations de novo.^{1.26} The other 27 projects created new arrangements and services that were viewed as necessary to substantially improve or flush out the existing linkages; such developments are described under the enhancement section.

Of the two projects which established entirely new linkages, a total of three positions were created. Delaware has one formal linker based at the SEA. Supported by the NIE grant and ESEA Title IV funding, this "field agent" provides comprehensive support services to selected LEAs. Acting as the intermediary between the project's information resource base and local clients, the agent provides both needed information and technical assistance in its application. The Virgin Islands project employs two full-time generalists as "extension agents," each serving one of the territory's two island districts, who spend most of their time in the field.

Enhancement of Existing Linkages

Most of the variation distinguished by Tables 6.1 and 6.2 is attributable to the fact that most of the projects, 27 of 29, employ "natural" linkages and have adapted or extended existing state structures to undertake linkage functions. For example, of those twenty-seven projects, seventeen have trained non-project personnel, thus enhancing the personnel's prior capabilities to provide linkage between information resource bases and project clients; and nine of the projects have attempted to coordinate personnel who were already serving in linkage capacities. As a result, wide variation is seen not only in the numbers of personal linkers, but also in 1) their base of operation, 2) the amount of time they devote to linkage functions, 3) their sources of funding,

^{1.26} A third project, Connecticut, established new linkages at the time of its initial NIE grant award by creating positions and employing four full-time agents in non-SEA intermediate units with SCBP monies. After two years the positions were eliminated. The project now identifies the SEA librarian as its exclusive link between SEA consultants and the state's primary information resource base.

TABLE 6-1
PERSONAL LINKAGE AGENTS

	ROLE OF AGENTS		LOCUS OF CONTROL						TYPE OF SERVICE	
	Full-time (F) Part-time (P)	Total Identified Agents Number	Placement of Agents	Funding Sources for Linkage Agents					Spread Exchange Choice Implementation	(S) (E) (C) (I)
				SEA- SCBG	Federal	State	ISA	LEA		
ALABAMA	P	125	Blgd.					X	S, E	
	P	56	LEA					X	S, E, C, I	
	P	75	SEA		X	X			S, E, C, I	
	F	1	SEA		X				S, E, C, I	
ALASKA	P	1	SEA		X				S, E, C, I	
	P	5	ISA			X			S, E, C, I	
	P	3	Regions				X		S, E, C, I	
ARIZONA	P	2	Regions				X		S, E	
	P	2	LEA					X	S, E	
	P	1	SEA	X					S, E	
CALIFORNIA	P	20	SEA		X	X			S, E	
	P	85	LEA				X	X	S, E, C, I	
	P	2	ISA					X	S, E, C, I	
COLORADO	P	2	LEA					X	S, E, C, I	
	F	3	ISA	X				X	S, E, C, I	
	F	3	LEA	X				X	S, E, C, I	
	F	50	LEA					X	S	
CONNECTICUT	P	1	SEA		X	X			S, E	
	F	39	SEA	X	X	X			S, E, C, I	
DELAWARE	P	1	SEA		X				S, E, C, I	
	P	20	LEA					X	S, E	
	P	8	ISA		X			X	S, E, C, I	
FLORIDA	P	15	ISA		X				S, E, C, I	
	P	67	LEA		X				S, E	
	P	100	SEA							
GEORGIA	P	250	ISA		X	X	X	X	S, E, C, I	
	P	1100	LEA							
	F	3	THE	X					S, E	
IDAHO	P	3	SEA	X	X				S, E	
	P	200	Blgd.					X	S, E	
	P	12	SEA		X				S, E, C, I	
ILLINOIS	F	75	SEA-based		X	X			S, E, C, I	
KANSAS	F	6	SEA	X	X				S, E, C, I	
KENTUCKY	P	3	SEA	X					S, E, C, I	
	P	196	LEA					X	S, E	
	P	400	Blgd.					X	S	
MASSACHUSETTS	P	6	SEA Reg. Ctrs.		X	X			S, E, C	
	P	2	SEA	X	X	X			S, E, C, I	
MICHIGAN	P	20	ISA	X	X	X	X	X	S, E, C, I	
	P	100	LEA					X	S, E	
MINNESOTA	P	5	ISA	X	X	X	X		S, E, C	
	P	2	SEA						S, E, C	
	P	75	SEA				X		S, E, C	
MONTANA	P	18	Regions				X		S, E, C, I	
	P	80	LEA					X	S, E, C	
	P	2	SEA	X					S, E, C, I	
NEBRASKA	P	30	SEA		X	X			S, E, C, I	
	P	1	LEA				X		S, E, C, I	
	P	10	Blgd.					X	S, E	
NEW HAMPSHIRE	P	20	SEA	X	X	X			S, E, C, I	
	P	22	LEA					X	S, E, C, I	
NEW JERSEY	P	1	SEA		X	X	X		S, E, I	
	P	6	ISA		X	X	X	X	S, E, I	
	P	1	SEA		X	X	X	X	S, E, I	
	P	13	ISA		X	X	X	X	S, E, I	
	P	25	LEA		X	X	X	X	S, E, I	
NEW YORK	P	8	THE				X		S, E, C, I	
	P	40	ISA		X	X	X		S, E, C, I	
	P	300	SEA		X	X			S, E, C, I	
OKLAHOMA	P	2	SEA	X					S, E, C, I	
	P	3	ISA			X			S, E, C, I	
	P	35	SEA			X			S, E, C, I	
OREGON	P	10	SEA		X	X			S, E, C, I	
	P	30	ISA				X		S, E	
RHODE ISLAND	P	10	LEA					X	S, E	
	F	9	SEA			X			S, E	
SOUTH CAROLINA	F	2	SEA		X				S, E, C	
	P	113	LEA					X	S, E, C, I	
TEXAS	P	20	ISA		X	X	X		S, E, C, I	
UTAH	P	54	SEA	X	X	X			S, E, C, I	
	P	4	ISA	X	X	X	X		S, E, C, I	
	P	14	LEA	X	X	X	X		S, E, C, I	
	P	170	LEA	X	X	X		X	S, E	
VIRGIN ISLANDS	F	2	SEA	X					S, E	
WISCONSIN	P	36	SEA	X	X	X			S, E, C, I	
	P	5	ISA		X			X	S, E, C, I	
	P	56	LEA					X	S, E	

Table 6.2

SUMMARY OF PERSONAL LINKAGE AGENTS

	ROLE OF AGENTS				PLACEMENT OF AGENTS		
	Part-time	Full-time	SEA	ISA/Region	LEA	Building	IHE
Total Number of Linkers	4242	223	964	439	2241	810	11
Mean Number of Linkers per project	146	8	33	22	77	28	4
Median Number of Linkers across projects	42	1	10	3	20	0	0
Minimum Number of Linkers in a project	0	0	0	0	0	0	0
Maximum Number of Linkers in a project	1450	75	300	258	1100	400	8
Percentage of Total	95	5	22	9	50	18	0
Number of Projects with no Linkers in the classification	4	13	3	40	12	25	27

4) the comprehensiveness of the services they provide, and, inferentially, 5) their accessibility to client groups with the state and 6) the relative priority or importance of the linkage role in the context of their other duties and responsibilities. Consequently these aggregations provide some view of the relative amenability or adaptability of various state organizations to personal linkage functions and an initial assessment of how successful these several adaptations have been or might become in providing comprehensive personal linkage services.

Agent's Base of Operations

Identified linkage agents may be based in SEAs, ISAs, LEAs, school buildings and institutions of higher education. As the table indicates, a system within the state, where linkage agents are identified at a variety of locations and levels, is not unusual. Alaska, for example, identifies personal linkage agents operating from within SEA, ISA, LEA and local school building facilities; while Kentucky identifies three agents at the SEA level, 196 at the LEA level, and 400 at the building level.

Part-Time/Full-Time Linkers

Extension or application of existing state resources to build dissemination capacity is perhaps most clearly reflected by the fact that 95 percent of all designated linkers are part-time. With the exception of Georgia, whose 1,450 part-time linkers skew the distributions, the remaining twenty-eight projects identify a total of 3,023 linkers, over 90 percent of whom are part-time. Many of these part-time linkers provide their linkage services voluntarily, that is, as time and circumstances permit, ancillary to their principal duties as teachers, school principals, librarians, consultants in various specialties, local administrators, etc. Training is provided these persons to varying degrees, most commonly in the context of workshops and conferences lasting anywhere from two to seven days, where linkage is addressed both as a one-to-one skill and as a matter of employing or accessing the various information resources available to the state.

Sources of Linker Funding

An important indicator of the extent to which a state is building its dissemination capacity is the degree to which each of its three component functions (leadership, information resources and linkage) are capable of sustaining operation independently of SDGP funding and other federal supports. As Table 6.1 indicates, four states (Connecticut, Montana, Oklahoma and Rhode Island) rely neither on project funds nor other federal revenues for the support of their linkage activities; however, not all of them provide comprehensive linkage services. Of the other twenty-five states, fifteen do not rely on project funds for linkage monies, though ten of those fifteen states do receive some support at this time from other federal programs such as ESEA Title IV, in addition to financial or in-kind contributions from internal sources; while the linkage activities of two other projects are supported entirely by outside sources of funding.

Types of Services

The operational definition of educational dissemination proposed by the Dissemination Analysis Group (DAG)^{1.27}, and adopted either literally or approximately by the capacity building projects of the State Dissemination Grants Program, distinguishes four kinds of dissemination activity. These four "levels" or "meanings"^{1.28} of dissemination are Spread, Exchange, Choice and Implementation; the four meanings are used here to classify the types of services provided by project-identified linkage agents.

- Spread refers to the one-way communication of knowledge in all its forms (information, products, ideas, materials) "as though sowing seeds." To spread is essentially to supply information.
- Exchange is defined as a "two-way or multiway flow of information, products, ideas and materials" in response to needs, problems and potential solutions. To exchange is to supply in response to demand, with possible reiterations.
- Choice involves facilitating the rational consideration and selection of information, products, materials and practices for the improvement of education.
- Implementation refers to facilitating the adoption, installation and utilization of educational improvements.

This general spectrum of services may be distinguished by their order or level of difficulty: Level 1 includes spread and exchange services which are relatively easy to provide and require less prior training than the Level 2 services of choice and implementation. As might be expected, these service levels are distributed among the states in roughly positive relation to the longevity of the projects, according to the following continuum:

- Spread and exchange services to all clients.
- Spread and exchange services to all clients; spread, exchange, choice and implementation services to other clients.
- Spread, exchange, choice and implementation services to all clients.

One level of services is not necessarily better than another. While most projects strive to provide comprehensive services to at least some of their clients, a project in the beginning stage of development, such as the Virgin Islands, must create awareness of services available as the first step in building a comprehensive SEA dissemination capacity. The

1.27 DAG Report, "Dissemination in Relation to Elementary and Second Education: Final Report of the Dissemination Analysis Group to the Dissemination Policy Council," January 1, 1977, p. 5.

1.28 "Statement of Principles," 1977 Dissemination Forum.

type of services provided is dependent upon numerous factors, including client circumstances, need being addressed, stage of awareness, client's level of use, linker skills, and availability of resources.

A majority of the projects have two types of services: general awareness-expanding activities and information-delivery services available to all educators; and more comprehensive services for clients selected either by subscription (e.g., Delaware) or by exhibited need (e.g., Arizona). This division of emphasis may indicate that a project is pilot-testing an in-depth assistance capacity while publicizing and providing information-retrieval services to all educators, or it may result from a project's desire to allocate limited resources in the most effective manner.

Among the remaining projects, comprehensive linker services are available to all clients (e.g., Texas, Rhode Island). That is, in states where projects have been in existence longest there tends to be generally high levels of awareness of the dissemination services available, and viable mechanisms and resources have been established to satisfy the needs of project clients.

Summary

Dissemination literature provides ample evidence that personal linkage agents facilitate the effective and efficient spread and use of ideas and practices for educational improvement. Building on this literature, the program announcements for the State Dissemination Grants Program strongly endorsed the personal linkage concept. The projects responded to the announcements by highlighting personal linkers as the major focus of their linkage components. The emphasis on the personal linker is reflected in all twenty-nine states, but diversity exists within each individual project with respect to the actual configurations (as identified by the projects) of personal linkage agents. In a majority of the states the variety is due to the project's efforts to build on existing structures and natural linkages. In a few states, the configurations result from the creation of new positions. While recognizing that personal linkers are needed in an effective dissemination system, projects have considered their own contexts in designing their systems.

LEADERSHIP

Leadership coordinates and integrates the linkage and resource components and is, therefore, "essential for all effective dissemination programs."^{1.29} Leadership is manifested also "in carefully designed activities to coordinate disparate dissemination activities across the agency," and by management and reporting "to enhance the SEA's ability to describe, assess, and control its own activities."^{1.30}

As with the other two components of comprehensive dissemination capacity, diversity is evident in the leadership component. Table 7 examines Leadership and Management arrangements of the twenty-nine projects. Table 8 presents a summary of new and continuation grants awarded to capacity building projects participating in the State Dissemination Grants Program.

Project Leadership and Management Characteristics

Characteristics of project leadership and management examined in Table 7 include project age, staffing, location, and intelligence-gathering mechanisms. While variation exists among all categories, it is possible to identify clusters of projects within categories.

Project Age

Knowledge of the longevity of each project is essential for assessing its operation and development. Without such information, other details (e.g., director's employment within the project) become less meaningful, and it becomes impossible to test hypotheses such as the correlation of length-of existence with degree-of-development.

NIE's first capacity building grant awards were made to SEAs in July, 1975. States receiving awards during the first year comprise Cohort I and include Alaska, Connecticut, Delaware, Illinois, Kentucky, Montana, New York, South Carolina, and Texas.^{1.31} The Cohort I projects have been in existence nearly four years. In July, 1976, fourteen more state projects were funded: of Alabama, California, Colorado, Florida, Georgia, Idaho, Kansas, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, Oregon, and Rhode Island; the Cohort II projects have been in existence for almost three years. No new states were funded in FY 77. Rather, two additional cohorts were funded in FY 78 Cohort III was funded in December 1977, and Cohort IV was funded in October 1978. Cohort III includes Arizona, Nebraska, Oklahoma, Utah, Virgin Islands, and Wisconsin; their capacity building projects have been in existence for one year. Cohort IV is comprised of Hawaii, Maryland, Pennsylvania, and Tennessee and is not included in the present study.

^{1.29} National Institute of Education, Program Announcement: State Dissemination Grant Program, FY 78, p. 14.

^{1.30} Ibid., p. 14.

^{1.31} Another state (North Carolina) received a first-year award in 1975, but subsequently withdrew from the program.

Table 7

Project Leadership and Management Characteristics

STATE	PROJECT AGE (in years)	PROJECT STAFF				PROJECT LOCATION		PROJECT INTELLIGENCE-GATHERING MECHANISMS					
		PROJECT DIRECTOR (PD)			PROJECT MANAGER (PM)	ADMINISTRATIVE LEVEL OF PROJECT (AS INDICATED BY P.D. LEVEL)	TYPE OF UNIT RESEARCH, PLAN & EVAL. (RPE), SERVICE(S), ADMINISTRATIVE (A)	PROJECT HAS A FORMAL ADVISORY GROUP	PROJECT UTILIZES A FORMAL INFORMATION NEEDS BEISING	TYPE OF EVALUATION SPECIALIST	OF INTERNAL PROJECT STAFF	EVALUATOR EXTERNAL EVALUATION CONTRACTOR	EVALUATION CAPACITY
		LENGTH OF PD's EMPLOYMENT IN PROJECT (in years)	LENGTH OF PD's EMPLOYMENT IN SEA (in years)	ROLE FULL-TIME (F) PART-TIME (P)									
ALABAMA	3	1	4	F	F (C)	4	RPE	X	X		X		1,3,4,8
ALASKA	4	2	4	F		2	S	X	X			X	1,2,4,5,6,7,8
ARIZONA	1	1	7	F		4	A	X	X		X		4,8
CALIFORNIA	3	3	7	F	F	3	S				X	X	2,3,4
COLORADO	3	3	4	P		3	S	X	X	X		X	1,2,3,4,8 (first year only)
CONNECTICUT	4	1	1	P		3	S		X	X			1,2,6,8
DELAWARE	4	3	14	F		3	RPE	X		X			1,3,4,6
FLORIDA	3	3	5	P	F	4	RPE	X			X		2,3
GEORGIA	3	3	10	F	F	3	PE	X		X	X	X	1,3,4,6,8
IDAHO	3	3	10	F		4	S	X	X	X	X		1,2,3,4
ILLINOIS	4	4	4	P	F	3	S		X	X			1,2,3,4,5,7,8
KANSAS	3	3	5	F		4	A	X				X	1,2,3,5,6
KENTUCKY	4	2	2	P	F	3	S	X		X	X		2,3,5,6
MASSACHUSETTS	3	3	6	F		2	A	X	X			X	1,3
MICHIGAN	3	3	6	P	F	2	A	X			X		1,3,5
MINNESOTA	3	3	2	F		3	S			X			
MISSOURI	4	3	5	P		5	RPE				X		1,2,3
MONTANA	1	1	4	F	F (C)	3	A		X		X		1,3,4
NEBRASKA	3	3	5	P	F	2	A	X	X		X		3,8
NEW HAMPSHIRE	3	1	10	P	F	4	A	X	X				3,8
NEW JERSEY	4	1	15	P	F (C)	4	RPE		X		X		1,2,3,4,6
NEW YORK	1	1	6	P	F	3	S	X		X			4,6,8
OKLAHOMA	3	3	29	P		4	S	X			X	X	3
OREGON	3	3	7	F		3	S	X	X			X	1,3,4,5,6,8
RHODE ISLAND	4	4	5	P	S	3	A	X		X	X		1,3 (first year only)
SOUTH CAROLINA	4	4	13	P	F	3	S	X	X	X	X		1,4
TEXAS	1	1	10	P		3	A	X		X	X		3
VIRGIN ISLANDS	1	1	15	P	F	2	A	X	X			X	3,4
WISCONSIN	3	3	15	P	F	3	RPE	X	X		X		1,2,3,4,6
TOTALS								22	16	11	17	9	1 (17), 2 (11), 3(24), 4(16), 5(6), 6(17) 7(2), 8(10)

Thus, twenty-three of the projects have been in existence for two years or more; the remaining projects had been in existence for one year or less at the time of data collection.

Project Staff

Four categories distinguish differences and similarities among the staffs of capacity building projects: (1) project management, (2) the length of the project director's employment in project; (3) the length of project director's employment in the SEA; and (4) project staff.

Project Management. Six management arrangements are possible for a capacity building project (Figure 3). A project may be managed either by a full-time or part-time director, who may have a full-time or part-time project manager, or a co-director, or neither. Though no project has a part-time director with a part-time manager, the other five management configurations do operate in the states, the most frequent being a part-time project director with either a full-time manager or no manager. A majority (18/29) of the project directors are part-time; eleven are assisted by full-time managers. Only two states, Alabama and Nebraska, have both a full-time project director and a full-time manager (or full-time co-director). Fourteen of the states have a dual-management arrangement which enables one individual to maintain liaison with high-level SEA officials and facilitate cooperation across organizational lines within the agency, while the other individual manages the daily project activities and assures necessary coordination within the project.

Length of Project Director Employment in Project. The length of the project director's employment with the project ranges with the project's duration, from four years to less than one year. (In those cases where a project is directed by two individuals, (i.e., co-directors), the individual with the longest employment in the project was selected in all other cases the project director was selected.)

Fifteen of the projects have had the same director for the life of the project: among thirteen projects which have experienced some turnover, two are currently employing at least their third project director. Seven of the replacements were not on the original project staffs; three other replacements were on the original project staffs and assumed the project directorship after the original project directors resigned; the final directorship was vacant at the time of data collection.

Length of Project Director Employment in SEA. The length of current project director's employment within the SEA ranges from one year to twenty-nine years, with all but three projects directed by individuals employed by the agency for at least four years. Of these three projects, one has a manager who has been with the agency for over four years; another project is directed by an individual with at least four years

		PROJECT DIRECTOR	
P R O J E C T M A N A G E R		Full-Time	Part-Time
	F u l l - T i m e	Alabama* Nebraska**	California Florida Georgia Illinois Kentucky Michigan New Hampshire New Jersey Oklahoma Texas Wisconsin
	P a r t - T i m e	New York***	
	N o n e	Alaska Colorado Idaho Kansas Massachusetts Montana Rhode Island Virgin Islands	Arizona Connecticut Delaware Minnesota Oregon South Carolina Utah

Figure 3. MANAGEMENT ARRANGEMENTS FOR TWENTY-NINE CAPACITY BUILDING PROJECTS

* Alabama has a full-time project director and a full-time assistant project director.

** Nebraska has two full-time project co-directors.

*** New York has one full-time project co-director and one part-time project co-director.

total experience in two SEAs. The third project is directed by an individual who splits his time between the agency and a local university. Neither he nor his manager have had extensive experience within an SEA; but both can draw from the experiences of the project's three previous directors, all of whom are still employed by the agency.

The announcements for the State Dissemination Grants Program state that "the director of a project can provide leadership for the SEA's dissemination activity if that director is a senior member of the agency staff."^{1.32} That is, a key project director qualification is senior SEA status. If "senior staff member" is defined operationally as four or more years employment in a professional position within the SEA, twenty-five of the twenty-nine states meet the senior SEA staff requirement. Of the remaining four states, the project director position is vacant in one and filled by individuals who have been employed by the SEA for two years or less in the others.

Project Staff Size. The size of project staff, including both professional and support staff directly associated with the capacity building project, ranges from a high of 20 in South Carolina to a low of 1.75 in Utah. Project staff size was defined by each project director and may include individuals who are not paid with SCBP monies; if a more restricted, common definition of size were used project staff size would vary as widely. The most frequent project staff size (modal) is 3.5; the average (mean) size is approximately 5.5 full-time equivalents (FTEs). Most of the projects (24 of 29) have less than six FTEs for staff; four of the projects have between six and ten; and only one project has more than ten FTEs.

Project Location

In applying for a capacity building grant, states were to "describe the placement of the project in the overall SEA organization, including identification of reporting responsibility from the project director to the chief state school officer."^{1.33} Table 7 employs two categories to describe project placement: administrative level of the project within the agency and type of unit within which the project is located.

Administrative Level of Project in SEA Hierarchy. NIE has encouraged states to select project directors who have sufficient authority in the agency to facilitate coordination. According to the program announcements, the director should be in "an advantageous position to arrange, coordinate, and facilitate cooperation across the divisional lines within the agency."^{1.34} Five of the projects (Alaska, Massachusetts, Michigan,

1.32 National Institute of Education, Program Announcement: State Dissemination Grants Program, FY 78, p. 12.

1.33 Ibid., p. A-23.

1.34 Ibid., p. 12.

New Hampshire, and the Virgin Islands) have directors who are (or in the case of the Virgin Islands, was) positioned at the second tier of the SEA hierarchy and report directly to their chief state school officer (CSSO). Most project directors (14) are located on the third tier of the agency's organizational structure and report to the CSSO through an assistant superintendent or assistant commissioner. Seven project directors are positioned at the fourth tier and two (Arizona and Montana) are located at the fifth tier. In sum, a majority of the projects consider an advantageous position for facilitating coordination to be no more than three levels from their chief executive officers.

Types of Units. Within a state education agency, the dissemination effort may be located in three types of units: Research, planning, and evaluation (RPE), service (S), and administrative (A). Recognizing the variation among SEAs, the NIE program announcements placed no restriction on the unit placement of the capacity building project. Twelve projects are located within a service unit; ten in an administrative unit.

An examination of project placement by cohort is revealing. In 1976, only one (South Carolina) of the nine Cohort I states indicated that the capacity building project was located in an administrative unit; four others (Illinois, Kentucky, Montana and Texas) were located in a service unit, and the remaining four projects (Alaska, Connecticut, Delaware, and New York) were located in a research, planning, and evaluation unit. Between the two data collection periods (Fall 1976, Fall 1978), shifts in project placement had occurred in three of the Cohort I projects: the Alaska and Connecticut projects moved from an RPE unit to a service unit, and the Montana project moved from a service to an RPE unit.^{1.35}

Among the fourteen Cohort II states, six projects (California, Colorado, Idaho, Minnesota, Oregon, and Rhode Island) are located in service units; five projects (Kansas, Massachusetts, Michigan, New Hampshire, and New Jersey) are located in administrative units; and three projects (Alabama, Florida, and Georgia) are located in RPE or PE units. In a few of these projects, discussions have taken place related to proposed shifts in placement, but as of November 1978, no such movements had actually occurred.

Among the six Cohort III states, four projects (Arizona, Nebraska, Utah, and the Virgin Islands), are located in an administrative unit; the other two projects are located in a service unit (Oklahoma) and an RPE unit (Wisconsin).

The breakdown of project placement by cohort reveals that the most recently funded states have a higher proportion of projects located in administrative units than do previously funded cohorts. While an administrative unit was the least likely placement for a new SCBP project in 1976, it was the most likely placement for a new project in 1978. In addition, when a shift in project placement has occurred within an SEA, the shift has been most frequently from an RPE unit to a service unit. It seems that some capacity building projects begin as research or pilot projects in a RPE unit and are later moved to service units to integrate the project's functions with the agency's ongoing operations.

1.35 Fall 1976 project placement for Cohort I States is summarized in Madey, D.L., Mojkowski, C., and Strang, E.W., 1977 State Reports (Durham, N.C.: NTS Research Corporation, July 1977).

Project Information-Gathering Mechanisms^{1.36}

Project information-gathering/intelligence-gathering mechanisms are those mechanisms which "enhance the project's ability to describe, assess, and control its own activities."^{1.37} To provide a portfolio of information resources and linkage services which meet the needs of all members of the client group, a project must have information regarding its clients (such as their needs, how they seek and use resources and services, and the factors which impede and facilitate use). In parallel fashion, in order to develop a portfolio of resources and services which are capable of proactively and reactively serving its clients, a project must be able to describe, assess, and control (or coordinate) its own activities. Information-gathering mechanisms are those project activities which range from needs assessment of the client system to monitoring and evaluating the SEA dissemination system for purposes of improving the SEA dissemination system's operations.

Formal Project Advisory Groups. One intelligence-gathering mechanism advocated by the Institute and utilized by capacity building projects is the formal advisory group. A majority (22) of the projects have a formal advisory group associated with their activities. One project has designated a formal advisory group, but as yet it has not met as a group. In seven other states with advisory groups, the project directors indicate that their advisory groups have not contributed substantially to the project's development. In the remaining fourteen states, project directors view the advisory group making substantial contributions to the project, either by reviewing project status or by assisting in the project's development.^{1.38} In one of these states, both an internal (to the SEA) and external advisory group are utilized.

Among those projects which utilize advisory groups, two main approaches for project consultation are employed: (1) establishment of a new group for project purposes only, and (2) enhancement of (adding responsibilities to) an existing group with ongoing advisory responsibilities. These two approaches are similar to the two major approaches that projects have used for designing personal linkage configurations; however a project may have used different approaches for the two components.

1.36 Information-gathering or intelligence-gathering has been the focus of extensive study and design during the past year. Interested readers should refer to NTS Research Corporation, Intelligence for Dissemination Service Capacity: A Conceptual Framework, March 1979, and Hensley, S. and Nelson, C., "Intelligence Gathering for Service Capacity: A Literature Review" (Durham, North Carolina: NTS Research Corporation), March 1979.

1.37 National Institute of Education, Program Announcement: State Dissemination Grants Program, FY 78, p. 14.

1.38 Refer to NTS Research Corporation, Improving State Dissemination Efforts: An Evaluation of NIE's State Dissemination Grants Program, July 1979.

Newly-created advisory councils established for project purposes only exist in some states (e.g., Georgia, Virgin Islands). In other states (e.g., Michigan, Texas, Utah), the project is using an existing policy-level management group to guide its development.

Projects taking the second approach feel they have a built-in mechanism for legitimizing the project or institutionalizing the function. Such projects were more likely to perceive their advisory councils as making substantial contributions to the project than those projects which created an advisory group de novo. Projects using an already-existing advisory group were also more likely to have developed a comprehensive state dissemination plan than those projects that created advisory groups expressly for their projects, though this is not to say that the first approach has been ineffective. Some states view the use of a newly created internal advisory council, consisting of most or all of the dissemination actors within the agency, as the initial step toward a coordinated dissemination effort.

Formal Needs Sensing. While information on client needs is available to all projects in some form, sixteen of the twenty-nine projects either employ their own formal system of identifying, analyzing, and using client needs or else utilize the results of their agency's formal needs assessment. When a project views its clientele as being identical to the clientele served by the entire agency, utilizing the results of the agency's needs sensing is viewed as a cost-effective way to benefit from a formal needs assessment. As a result of such a needs assessment, a project may decide to focus some of its project activities (e.g., prepackaged materials) on an established priority (e.g., competency based education) or else an entire project may be associated with an established priority (e.g., local educational improvements). The prevailing attitude among those projects that do not employ a formal needs sensing mechanism is that the mechanism is built into the project's process of providing services, since such services are designed to respond directly to client requests for information.

A variety of activities are used by projects to assess the needs of the present client base. All but seven projects currently use questionnaires and/or interviews to assess the needs of current clients; seven projects also use these techniques on non-users within their current client base. Twenty-five projects monitor service requests; twenty-two monitor issues and trends in education; nineteen monitor information usage of the current system and purposes for usage; twelve projects monitor conference agendas; and eight monitor other sources of information used by clients.

Several mechanisms are used by projects to assess the needs of the potential client base in all but six projects. Ten projects gather information from non-users; eighteen monitor trends and issues in education; and nine projects monitor conference agendas to assess potential client needs.

Both formal and informal needs sensing activities are also used to contribute to the development of a project's information resource base. More than one-third of the projects currently conduct "extensive" or "very extensive" needs-sensing activities with clients in the field prior to receipt of actual requests and utilize this information for resource base development. More than half of the projects use "extensive" or "very extensive" analyses of client requests for resource base development. Other sources of information utilized by projects for resource base development include linkage agent priorities (used "moderately"), management priorities of the SEA (used "extensively" in fifteen projects and "moderately" in the others), resources of similar projects (used "moderately") and national trends (used "moderately").^{1.39}

Project Evaluation

Among the conditions of each NIE grant is that the project undertake regular internal evaluations of its progress and services. Each project is to identify "the kinds of data to be collected and maintained."^{1.40} The scope of project evaluation activities has been defined by the components which are explicit in the SDGP; that is, the information resources, linkage, and leadership components of comprehensive dissemination capacity, and the client component of generalized dissemination capacity. The diversity among the twenty-nine current projects is anchored in these common operational components. After describing the three approaches projects use for conducting internal evaluations, the scope of project evaluation activities will be examined.

Approaches to Project Evaluation. Projects have employed three approaches in conducting their internal evaluations: (1) employment of in-house evaluation experts, (2) contracts with outside evaluation vendors, and (3) utilization of internal project staff. Some type of formal evaluation has occurred in all but one project. In some instances, project evaluations were completed during an earlier year only. Less than one-third (8/29) of the projects have combined two or more approaches. Ten of the projects employ in-house experts for project evaluation activities, nine projects contract with outside vendors, and seventeen projects conduct their own evaluation activities, relying upon internal project staff.

Scope of Evaluation Activities. All but five of the projects have collected evaluation data about project processes (i.e., formative evaluation). At least half the projects have evaluated their resource bases and the satisfaction clients express for the services received. Across the projects, linkages, utilization, and non-users are evaluated less frequently. Approximately one-third of the projects have developed an evaluation design as a part of their activities.

1.39 See NTS Research Corporation, Improving State Dissemination Efforts: An Evaluation of NIE's State Dissemination Grants Program, July 1979.

1.40 National Institute of Education, Program Announcement: State Dissemination Grants Program, FY 78, p. A-23.

Summary

The projects examined in this report range in age from less than one year to nearly four years old. The management arrangements for the projects include five configurations: (1) full-time project director, (2) part-time project directors, (3) full-time project director with full-time manager, (4) full-time project director with part-time manager, (5) part-time project director and full-time manager. Fourteen of the projects have a dual-management arrangement which enables one individual to maintain liaison with high-level SEA officials and facilitate cooperation across agency organizational lines while the other individual manages daily project operations.

Within SEAs, projects are located in three types of units: (1) research, planning and evaluation (RPE), (2) service and (3) administrative. Over time, some shifts in project placement have occurred; it appears that some capacity building projects may begin as research or pilot projects in RPE units and later are moved to service units for integration of the project's functions with ongoing agency operations.

Projects utilize a variety of mechanisms to enhance their abilities to describe, assess, and control their activities, including advisory groups, needs sensing, and evaluation; however, many activities are informal, and projects recognize that such information-gathering mechanisms need systematic development and refinement.

New and Continuation Capacity Building Grant Awards

According to the design for the State Dissemination Grant Program, capacity building grants are to be of one year duration, potentially renewable over a three-to-five year period. Initial NIE grant awards are to average \$100,000 with "some SEA contribution, in funds or in kind, included from the beginning."^{1.41} Continuation awards are to be based upon need, project performance, and availability of funds. State plans are "to provide for the gradual increase of state support throughout the project period with full state assumption of all costs at the conclusion of the three-to-five year period."^{1.42} Pending availability of funds, NIE planned to provide support in the form of capacity building grants to all qualified and interested states.

As indicated in Table 8, during the period FY 75-78, NIE has awarded seventy-three new or continuation capacity building grants to the twenty-nine states included in this report.^{1.43} Nine of these states have been granted a total of ten no-cost extensions at some time during the FY 76-78 period.

Over \$7.1 million has been awarded, for an average award of about \$97,000. The minimum award was \$47,160 and the largest was \$141,911. Average awards for fiscal years 75-78 have ranged from about \$92,000 to slightly over \$100,000.

Although the average initial grant award across all fiscal years has been about \$100,000, the range of first year grant awards has been from \$47,160 to nearly \$136,000. Continuation awards have had a somewhat lower average of about \$89,000 and have ranged from \$57,250 to almost \$142,000. The general pattern has been for initial awards to become somewhat smaller since FY 75, declining from about \$100,000 to about \$89,000. In contrast, the pattern for continuation awards has shown a general increase averaging almost \$105,000 in FY 76, then decreasing slightly to about \$92,000 in FY 77, then increasing again in FY 78 to an average of almost \$97,000.

Of the twenty-two projects that have received two or more grant awards, sixteen received smaller amounts in the second award, five received larger grants, and one stayed the same. Seventeen projects have received at least three awards; of the third year awards, nine were smaller

1.41 Ibid., p. 14.

1.42 Part 1460.5(a), State Dissemination Regulations for the Grants Program published in the Federal Register on June 16, 1975.

1.43 Since the program's inception, five other states not included in this report have received capacity building grants. In FY 75, North Carolina received an initial award of \$48,000, but subsequently withdrew from the program. In FY 78, four other states received initial awards: Hawaii (\$124,955), Maryland (\$119,000), Pennsylvania (\$119,675) and Tennessee (\$63,224).

Table 8

State Dissemination Grants Program
New and Continuation Capacity Building Grants Awards - FY 75-78

State	FY 1975	FY 1976	FY 1977	FY 1978	FY 75 - FY 78		
Alabama		117,356	94,002	94,511	305,869		
Alaska	96,300		91,400	90,000	277,700		
Arizona				68,800	68,800		
California		135,953	117,953	130,000	383,906		
Colorado		117,567	124,928	109,420	351,915		
Connecticut	85,000	121,400	57,250		263,650		
Delaware	100,000	100,000	84,907	90,500	375,407		
Florida		125,000	90,000	96,126	311,126		
Georgia		69,550	68,296		137,846		
Idaho		100,875	80,875		181,750		
Illinois	109,976		71,100	141,911	322,987		
Kansas		118,100	99,400	85,370	302,870		
Kentucky	74,998		100,000	90,915	265,913		
Massachusetts		94,040	109,512	106,564	310,116		
Michigan		108,422		107,000	215,422		
Minnesota		106,235	86,737	110,000	302,972		
Montana	109,340	86,738	67,750	67,250	331,078		
Nebraska				91,014	91,014		
New Hampshire		100,000		73,300	173,300		
New Jersey		91,732		77,736	169,468		
New York	100,000	95,095	103,753	74,814	373,662		
Oklahoma				75,000	75,000		
Oregon		47,160			47,160		
Rhode Island		116,000	78,650	95,633	290,283		
South Carolina	119,991	128,603	113,722	114,000	476,316		
Texas	105,754	97,263	113,979	79,883	396,879		
Utah				73,592	73,592		
Virgin Islands				115,200	115,200		
Wisconsin				109,453	109,453		
Total All Awards	971,355	2,077,089	1,754,214	2,367,992	7,100,654	Grand Total All Awards	
Minimum All Awards	74,998	47,160	57,250	67,250	61,664	Average of All Minimums	
Maximum All Awards	119,991	135,953	124,928	141,911	130,696	Average of All Maximums	
Average All Awards	100,151 (9)	103,854 (20)	92,327 (19)	94,720 (25)	97,269	Grand Average All Awards	
Average New Awards	100,151 (9)	103,428 (14)	(0)	88,843 (6)	99,393 (29)	Grand Average New Awards	
Average Continuation Awards		(0)	104,850 (6)	92,327 (19)	96,575 (19)	95,869 (44)	Grand Average Continuation Awards

than the second year awards, and eight were larger. To date, only five projects have received a fourth capacity building grant award under the State Dissemination Grants Program, and three of those grants awards were smaller than third year awards. Overall, of the seventeen projects that have received three or more grant awards, thirteen were receiving lower awards in FY 78 than they had been awarded for their initial grants.

Total NIE monies awarded to any one state range from a high of \$476,316 (with the next highest total being \$396,879) to a low of \$47,160; both sums were awarded to states, interestingly, that were participants in the Pilot State Program. Among states that have received a total of four awards, the highest total amount is over \$476,000 (South Carolina), and the low figure is about \$330,000 (Montana). For those states that have received three awards, the high figure is almost \$384,000 (California), and the low total is about \$264,000 (Connecticut). For states that have received only two awards, the high figure is approximately \$215,000 (Michigan), and the low total is about \$138,000 (Georgia). For projects that have received only one award, the high figure is over \$115,000 (Virgin Islands), and the low is approximately \$47,000 (Oregon).

Available data on SEA contributions, in funds or in kind, are inadequate for generalization. Based on an examination of proposal budgets, however, most projects have included some form of SEA contribution from the beginning, and most projects initially proposed increasing state support throughout the project period.

Summary

The grant histories of the states participating in the program, and the program's grant award practices, appear inconsistent to some degree with the policies and intentions stipulated by the program announcements. This is not to say that the disposition of funds has been unwarranted by circumstances within the states or within the projects, but the apparent discrepancies between intention and implementation may have implications for project prospects for institutionalization, which was the programmatic intent of expecting SEAs to provide progressive support of the projects.^{1.44}

^{1.44} This issue is discussed at some length in the accompanying interim evaluation report, NTS Research Corporation, Improving State Dissemination Efforts: An Evaluation of NIE's State Dissemination Grants Program, July 1979.

II. INDIVIDUAL PROJECT ABSTRACTS

The eight tables and accompanying narratives in the first section provided an overview of the similarities and differences among the twenty-nine capacity building projects. This section contains, in alphabetical order, abstracts of the individual projects. A common format of six major topic headings (Context, Information Resources, Linkages, Leadership, Clients, and Total Configuration) organizes each two-to-three page abstract. The standard format addresses important program components, reinforcing and expanding the outline structure of the cross-project analysis section.

Both the concepts of comprehensive and generalized dissemination capacity are addressed in the abstracts. Each abstract describes project development of the three major components of comprehensive dissemination capacity; that is, the development of a comprehensive resource base, linkages among the resource base and client groups, and leadership/ management arrangements that facilitate the provision of dissemination services. The concept of generalized capacity is addressed in a separate subsection on clients. By using a standard format for each abstract, the variation among projects is captured concisely.

ALABAMA

ALABAMA INFORMATION AND DEVELOPMENT SYSTEM (AIDS)

1978 Abstract

CONTEXT

Alabama's school systems serve approximately 785,000 students. Of the 127 school systems, 60 are counties while the remaining 67 are cities. Because the state supports 68 percent of the total educational expenditures of all school systems, the SEA plays an important and active role in education in the state.

The Alabama Information and Development System (AIDS) was established to strengthen the technical assistance activities of the SEA, particularly in improving its capacity to provide information that can assist in local problem-solving and improvement efforts. A major objective of AIDS is to assist in the development of a unified state dissemination system. Prior to the implementation of AIDS, there was no formal information resource and linkage capability in the SEA.

INFORMATION RESOURCES

The resource center established by the project has acquired or interfaced with those information resources identified as most relevant and useful to local educators in the state.

A major resource used in providing comprehensive responses to user requests is on-line searching of national databases, the most frequently accessed being ERIC. AIDS searches the ERIC files located at Auburn University using QUANDARY, an on-line, interactive retrieval system. The DIALOG system is also used to search ERIC when flexible search techniques are required. This system is also used to access other data bases containing information relevant to the needs of AIDS' clients. Computer-printed bibliographies are delivered to clients for review and selection of most relevant citations.

AIDS is acquiring the most current years of the ERIC microfiche collection together with the RIE and CIJE indexes. This in-house collection is supplemented through use of Auburn University at Montgomery's (AUM) complete collection when needed. AIDS offers clients duplicate copies of ERIC microfiche upon request. In addition, AIDS offers limited journal article retrieval for clients upon request. The journal collections at Auburn University, AUM and the Alabama Public Library Service (APLS) are available to AIDS by virtue of cooperative arrangements with these agencies.

A primary resource developed by AIDS is an Alabama Resource File which currently contains references to publications and to local school programs and practices. The file was built by soliciting publications from all units of the SEA that met certain dissemination criteria and by inviting local school systems to nominate successful programs and practices for dissemination through this source. The SEA documents and LEA programs were then indexed and abstracted by AIDS staff using ERIC rules. This file is updated annually. A manual search of this file is conducted in response to every information request, and resumes of relevant documents and/or programs are delivered to the client. The client may then request copies of any relevant SEA documents and additional information concerning pertinent LEA programs directly from AIDS.

Of tremendous benefit to AIDS' efforts to coordinate the dissemination/diffusion activities of the SEA is the housing of the NDN State Facilitator Project in the AIDS' office. To promote such coordination as well as to broaden and enrich the resource base, AIDS has indexed and abstracted all D/D projects using ERIC rules. The resulting D/D Project File is also searched manually in connection with each client information request and resumes of relevant D/D projects are sent in response.

AIDS is currently planning for automation of both the Alabama Resource File and the D/D Project File. These files, when loaded on tapes, will be placed on a computer in the State Computer Center and will be searchable using the QUANDARY system. In addition, AIDS plans to expand the Alabama Resource File as resources permit and needs recommend to include such information resources as LEA curriculum guides.

The three major components of the resource center (national databases, Alabama Resource File, D/D Project File) have been supplemented with a variety of materials including a fugitive documents file, selected reference books, bibliographies and other materials available through RDx and ERIC clearinghouses. All of these materials are indexed for quick retrieval. AIDS has also made systematic attempts to interface with existing resource centers in the state including the Public Library Service, institutions of higher education, and other agencies of state government. Likewise, AIDS has identified national agencies, organizations, clearinghouses and other agencies that can provide information in specific areas of client concern. An ongoing assessment of the adequacy of the resource center is conducted by reference to expressed client needs.

LINKAGE

AIDS, adopting an internal linkage model, has identified potential linkers from two different client groups: the SEA consultative staff, and LEAs. Approximately 75 SEA staff members, who provide instructional consultative assistance to LEA's, participated in training sessions designed by AIDS staff to develop skills associated with linkage to the information resource base. The initial training experiences, provided during the first year-and-a-half of AIDS' operation, have been followed up by a number of intensive short sessions targeted toward particular groups of SEA staff.

During the second year of the Project, AIDS began developing its LEA internal linkage component. Selected LEA superintendents were invited to name a local linker or linkers for their systems and to participate in AIDS' piloting of a local linkage program. Thirty-five (35) LEAs elected to participate during the first year of this activity. AIDS designed and conducted a number of group training sessions for the LEA linkers to assist them in formulating role definitions and functions and in developing linkage skills. Plans call for expanding the local linkage program over time to include all 127 local school systems. Both SEA and LEA linkers are provided with copies of "AIDS Resource Guide" and other resources to support their activities.

LEADERSHIP

The Project Director of AIDS reports to the Director of the Division of Planning, Research and Dissemination, a newly created division whose mission and functions within the SEA are currently under formulation. The Division Director has asked AIDS to participate actively in the development of a dissemination policy for the SEA and in the design of programs and activities to promote such a policy.

From its inception, AIDS has undertaken a number of initiatives designed to promote the growth and coordination of the SEA's dissemination activities. Primary among these initiatives were the development of the Alabama Resource File and the establishment of the State Facilitator Project in the AIDS' office. In addition, AIDS organized an SEA task force which has met at least quarterly since AIDS' startup. This group receives regular communications concerning AIDS' and other dissemination activities and provides input to project development. Each of the divisions within the SEA is represented on AIDS' Task Force.

CLIENTS

Information services are provided without charge to all staff members of public K-14 schools within the state, employees of the SEA and of other state agencies, members of the State Board of Education and the State Legislature, and staff members within the Governor's office. AIDS' most extensive awareness and linkage activities have been targeted to LEA staff members, including classroom teachers, support personnel, and administrators; and as a consequence a large percentage of AIDS' information requests originate from these agencies.

TOTAL CONFIGURATION

The long-range plan for educational dissemination in Alabama is being developed and implemented under the leadership of the SEA. AIDS is coordinating these dissemination efforts. Current emphasis is upon delivery of information packages and other services to clients. At present, AIDS is serving 300-400 Alabama educators monthly. The LEA linkage program should enable rational expansion of educational dissemination services to clients. AIDS is coordinating existing resources and creating better channels for two-way communication.

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ALASKA

ALASKAN TALENT, INFORMATION, AND PROMISING PRACTICES (PROJECT A-TIP)

1978 Abstract

CONTEXT

Alaska is the largest state in the U.S., but it has fewer people than any other state. The state has 51 school districts and 536 public schools, which serve a student population of 94,000. The smallest school district serves 49 children; the largest school district services almost half of the entire student population. The emergence of 21 new school districts and concurrent election of 21 new school boards have been a challenge to the entire state education agency. The additional districts have increased the number of districts served by 41 percent. The 21 new school districts demand many more services and greater assistance than the already established school districts. The state education system is headed by an appointed Commissioner and appointed State Board. The State Capacity Building Project, Project A-TIP (Alaskan Talent, Information and Promising Practices), is located in the Office of Program Development and Dissemination within the Division of Education Program Support.

INFORMATION RESOURCES

Project A-TIP is developing a computerized resource base which will be comprised of three major components: (1) the Information Base, (2) the San Mateo Education Resources Center, and (3) the Alaska Knowledge Base.

The Information Base consists of computerized data bases located in the Division of State Libraries and provides on-line computer-aided literature searches. The library has access through Telenet to computers and data bases maintained by Lockheed Information System, System Development Corporation, and has recently added the New York Times Information Bank. Another important recent acquisition is National Information Center for Special Education Material and National Instructional Materials Information System (NICSEM/NIMIS).

The San Mateo Education Resources Center (SMERC) provides complete package searches that may contain any or all of the following: microfiche, computer printouts of abstracts, and hardcopy prints of journal articles. SMERC is also the depository for Alaskan-developed materials which are available on microfiche.

The Alaska Knowledge Base is a categorized abstract bank of human resources (known as Talent Bank) and model programs (Alaskan-identified promising practices and selected nationally-validated programs). Also available is information about the various agencies which educators may call for services. Selected bibliographies of Alaskan-developed materials will be included.

A-TIP serves as both broker and reference, directing requests to the proper resource. Pertinent information in the form of profiles about districts, program, or user groups will be stored and used as guides in determining the best match between resources and identified needs.

LINKAGE

In 1977, legislation allowed for the creation of up to six intermediary service agencies to link local school districts with the SEA. Five centers (Southcentral, Bristol Bay, Southeast, Western, and Northwest) are currently operational. A-TIP provides services to all five Regional Resource Centers. These intermediate agencies are not part of the SEA. They are supported by grants from the state legislature, LEA subscriptions, and by contract bidding and grant writing. One of the operational centers employs one full-time linking agent as part of NIE's Reading Consortium Project. He provides comprehensive reading services to three of eleven school districts in his region and uses A-TIP services extensively.

The Alaska dissemination system is designed to employ two types of linkers: (1) information linkers and (2) professional linkers. Information linkers are trained search negotiators or "resource finders" located in each Regional Resource Center and in the SEA. Professional linkers will be located in the Regional Resource Centers to serve as "process helpers" or "problem-solvers" for local school districts. These professional linkers have neither been selected nor trained as yet.

The Regional Resource Center linkage to local districts is viewed as one essential element of Alaska's linkage component; the other is the development of a telecommunications system. Telecommunication in Alaska is not viewed as a nonpersonal linkage mechanism; two-way communication is the goal. The Governor's Office of Telecommunications is working with the Alaska SEA to explore telecommunications alternatives for education throughout the state. This project is supported by a separate grant from the National Institute of Education, and cost is shared by the state.

LEADERSHIP

Project A-TIP has shifted from a low-key to a highly visible project. It is located in the newly created program unit, Program Development and Dissemination, which has contributed to the acceptance and institutionalization of the dissemination effort. The project director is currently assigned as the unit administrator. The Director of the Division of Education Program Support has assumed the role of state dissemination leader and serves on the regional policy board. Each unit within the division is defining and assuming its own unique dissemination role.

The computerization of the knowledge base is one of the Division's top priorities for FY'79. Computer terminals will be installed in all 51 districts, in the Regional Resource Centers, and in the SEA.

CLIENTS

The information base, SMERC, and the Division of Library Services serve 39 local school districts on a regular basis. Client requests have increased from approximately 100 to 400 per month. Turn-around time for serving clients will be greatly reduced by using the soon-to-be-installed computer terminals to handle information requests through a computer mail drop. Professional linker service to clients should begin on a limited basis during the spring of 1979.

TOTAL CONFIGURATION

Through the concentrated efforts of Project A-TIP, structures are being built which are designed to flourish independently of federal funds. The Regional Resource Centers, Talent Bank, and the telecommunications systems all originated from legislative mandates and receive annual support. Developing a comprehensive dissemination system involves jumping major hurdles related to the state's geographic and technological conditions (i.e., expensive travel costs, sporadic mail service, a poor telephone system). By 1979 (after four years of NIE funding), Alaska plans to have an institutionalized, effective, user-based dissemination system.

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ARIZONA

ARIZONA INFORMATION DISSEMINATION FOR EDUCATORS (AIDE)

1978 Abstract

CONTEXT

About half of the 227 school districts in Arizona have less than thirty teachers. The generally rural nature of the state, the lack of intermediate service units, vast federal land holdings, and significant populations of Native and Mexican Americans present unique problems in the provision of dissemination services.

Arizona Information Dissemination for Educators (AIDE), has an overall goal "to research, plan, develop, implement and evaluate components of a two-way interactive information dissemination system." Its three sub-goals deal with expanding information resources, coordinating dissemination activities and providing linkage services to small rural school districts.

INFORMATION RESOURCES

An Education Information Center (EIC) was formed in March, 1977--nine months before AIDE began. Existing departmental resources were merged from the Research Coordinating Unit (RCU) of Vocational Education, the professional library and the Instructional Materials Center (IMC) of Special Education plus the circulations of Right-to-Read, Free Enterprise (an economic education program), Bilingual Education and the Career Education Clearinghouse. The EIC does computer ERIC citation searches using the DIALOG System, followed by manual searches for abstracts and articles. Hard copies and microfiche copies of abstracts and documents are provided to clients following screening of available documents and selection of appropriate resources. A promising practices file and human resource file are planned future activities. A consultant cadre of over 800 local educators also exists. A supplementary educational information resource file is also being developed.

LINKAGE

The project currently utilizes 12 parttime linkers: five SEA specialists who are providing services to selected small rural schools; three region-based career education consultants; two district-based librarians; and two county superintendents. An evaluation of the different linkage models will determine which should be enlarged. Another linkage strategy which is being pilot tested and may be expanded involves the utilization of telephone conferencing for inservice, targeted toward nine selected small rural schools, but available to any district in the state with teleconferencing capability. A toll-free hotline to the SEA, initiated just prior to project startup, partially was the result of a prior planning grant awarded through NIE's State Dissemination Grants Program.

LEADERSHIP

The project director operates at the fourth level in the SEA structure, reporting to one of four Associate Superintendents (General Operations Services) as Director of Dissemination. The Associate Superintendents report through the Deputy Superintendent to the elected Superintendent of Education. The SCB project is but one of seven funding sources, about half of which are federal, which the director manages in support of a portion of the SEA's dissemination functions. Additionally, the project director is the director of the EIC. It is important to note that the project focus is on services to small rural schools and school districts which have limited access to necessary resources, and that this focus does not conflict with, but rather complements existing SEA efforts. Further, the project does not undertake direct control of the dissemination functions of the various program elements within the Department, but strongly supports these efforts as a resource.

CLIENTS

Clients for this project are primarily teachers and administrators within small rural districts, especially those districts with less than 30 teachers. The project secondarily serves other administrators and teachers within the state and SEA personnel. Thirteen small school districts, widely dispersed in the state, representing 11 of the 14 counties, participated in the project as of October 1978.

TOTAL CONFIGURATION

The project has been carefully structured as an adjunct to already existing basic services and structures, especially the EIC. Federal capacity building monies do not directly support personnel, but rather are used to get efforts moving which have a substantial chance of institutionalization, or which already are institutionalized but need a boost. Thus in the total SEA configuration, this project effort is purposely directed with little fanfare yet provides the key support of important agency goals, especially responding to rural needs. AIDE is not widely known by that name, but it serves indirectly in many ways.

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CALIFORNIA
EDUCATION INFORMATION RESOURCES SERVICES (EIRS)

1978 Abstract

CONTEXT

California is the third largest state in the nation and ranks first in population size. There are 4,155,700 students in 7,045 public schools, managed and operated by 364,000 people. The educational structure includes 1,042 school districts located within 58 county offices of education. Education Information Resources Services (EIRS) is located within the Office of Information in the Special Programs and Support Services division of the state education agency. The Office of Information also includes Public Information Services, Media Services, Graphics Services, Exemplary Programs Service (National Diffusion Network), Audiovisual Equipment Services, Bureau of Publications, and the Communications Coordinator for AB 65 (California's school finance bill).

INFORMATION RESOURCES

The main information resource base of EIRS is San Mateo Educational Resource Center (SMERC). Through a contract with SMERC, EIRS has access to the Educational Resources Information Center (ERIC) and the Fugitive Information Data Organizer (FIDO). FIDO is a file developed by SMERC which indexes fugitive materials of local as well as national interest. EIRS has added several major resources including the State Library, Far West Laboratory for Educational Research and Development, Southwest Regional Laboratory for Educational Research and Development (SWRL), and department resource centers.

LINKAGE

EIRS works primarily with the units within the department to assist them in disseminating information to their various client groups throughout California. The main field or linking agents for this project are department staff members who have responsibilities for a group of LEAs and county offices within a given geographic area. EIRS also has 85 field agents who are based in schools and have management responsibilities for the department's priority programs. Most of them have administrative responsibilities for more than one school district.

LEADERSHIP

EIRS has two leadership priorities for 1978-79: (1) to develop and implement a dissemination plan which will coordinate the department's dissemination activities through the Office of Information and orchestrate the flow of information to the field; and (2) to build the capacity of the education resources clearinghouse to better serve department staff and the State Board of Education.

CLIENTS

Primary clients of EIRS are department staff, who have either field responsibilities or department administrative responsibilities, and also the field agents, who manage department priority programs at the school district level (63 Cooperative Directors and the 22 California School Improvement Program secondary school principals).

TOTAL CONFIGURATION

EIRS is building a dissemination system within the state that utilizes existing networks and resource centers, including the Department of Education, county and district education resource centers, the Cooperative Directors Association, Far West Laboratory for Educational Research and Development (San Francisco) and Southwest Regional Laboratory for Educational Research and Development (Los Alamitos). Through sharing information resources and experiences in the field of dissemination, both directors and field agents or contact persons of these institutions will be better able to give their clients information on research, exemplary programs, and on human, print, and media resources. Also, by involving several different levels of educational practitioners in an advisory capacity, EIRS hopes to keep its information and dissemination user-oriented and to coordinate the flow of information in California.

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Ms. Donna Bolen
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COLORADO
PROJECT ACCESS
1978 Abstract

CONTEXT

Project ACCESS operates in a state where there are many problems of geographic distance and accessibility in providing educational services. The nation's most mountainous state outside of Alaska, Colorado ranks eighth in geographic size and thirtieth in population. The state's 1,268 public schools are organized into 181 school districts. Public school professionals number 29,259 and serve a public school enrollment of 567,087. Colorado has been organized into thirteen planning regions which encompass all of its sixty-three counties. Furthermore, seventeen BOCS (Boards of Cooperative Services) have been created to cluster school districts on a geographic basis and provide intermediate services and organization for solving educational problems. However, all districts in Colorado are not organized in BOCS, a notable exception being the Denver Public School District.

INFORMATION RESOURCES

The information resources component of the Colorado Department of Education is provided by the Colorado State Library and the Library Systems Network. The State Library is responsible for training information specialists at each of the seven regional systems around the state who provide information retrieval searches. In addition, the state library is developing a manual file of locally-developed materials and practices which are not in ERIC, but which are abstracted with ERIC processing and put on microfiche and disseminated through the library systems statewide.

LINKAGE

The project's basic linkage strategy is the key to its total philosophy: "linkers" will be identified as persons already functioning in established roles and supported by LEAs and BOCs. The initial strategy led to the identification of a key linkage person in each of the four regional entities where pilot operations and network development began. Four new regions were added during the second year of operation. Persons identified were found in somewhat different roles in each of eight settings. Four of the eight field agents receive project monies, the rest are funded locally. Project ACCESS works intensively with the following greatly varied regional units: (1) the Weld County BOCS (centered in Greeley); (2) Denver Public Schools; (3) Southeast Metropolitan (Suburban Denver) BOCS, (4) Mountain BOCS (located in Leadville); (5) Arkansas Valley BOCS, La Junta; (6) East Central BOCS; (7) South Central BOCS and (8) Northwest Colorado BOCS, Steamboat Springs. Outreach and extension of linkage, following a similar strategy, will seek persons in established roles in LEAs, ISAs, and in the SEA and orient them toward available resources and two-way help transactions.

LEADERSHIP

The leadership of ACCESS has focused on "pulling the pieces together." This has included the supervision of training for local district and BOCES personnel on resource utilization, planned change processes, and general consultation skills. In addition, an extensive case documentation process and client feedback survey is conducted to assess not only impact of services on local decision-making, but client evaluation of the contribution of those services to local improvement efforts.

CLIENTS

The project serves teachers and principals, particularly "gatekeepers," at these levels. It has targeted its services to eight regional sites, in each of which 75 searches have been allocated and another 600 will be allocated as the project expands.

TOTAL CONFIGURATION

The project's basic strategy is to facilitate "ACCESS" to resources. This calls for identifying relevant resources where they are located and leaving them in place, but more "organized" and accessible than they were previously. It also involves increasing the capabilities of people in the use of computer-accessible resources. Eventually, the skills taught in the pilot regions will be visible throughout the state. The distinctive Colorado configuration highlights a strategy for institutionalizing dissemination by concentrating work in selected and diverse sub-areas of the state. Persons in established roles receive further training and their dissemination activities are reinforced. The configuration takes into account distinctive geographic and demographic characteristics of the state, its prior development of ISAs for providing cooperative educational services; and the interface with the Colorado State Library and Library Systems Network.

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CONNECTICUT
STATE CAPACITY BUILDING PROJECT
1978 Abstract

CONTEXT

Ranking 24th in population, Connecticut is the third smallest state in the country. The SEA, traditionally, has not been called upon to provide supportive services to LEAs. However, the state is divided into six regions, which serve as locations for intermediate-level educational service centers. These non-SEA, minimally funded centers, provide sources of decentralized, informational, and programmatic aid and are called Education Service Centers (ESCs). The NIE Project is located within the Bureau of Elementary and Secondary Education in the Division of Instructional Services of the SEA.

INFORMATION RESOURCES

The primary information resource base is the Educational Resources Center (ERC), which is located in the greater New Haven area Educational Service Center. Previously developed under Title III and State Facilitator Project funds, the ERC subscribes to several computerized information retrieval systems. Basic resources include ERIC, a human resource file, a cross-references catalog on all Title III projects in Connecticut (available in abstracts with supporting documentation on microfiche), a collection of Learning Activity Packages, other special collections on microfiche, and a comprehensive reference library. The Connecticut Facilitator Project is also housed at the ERC.

Information services from ERC are available on a per search basis or through a yearly subscription rate based on the number of certified staff in a school district. Two search formats are available. The first, a computer printout of abstracts, has a maximum service capacity of 125 citations per search. The second involves an in-depth search wherein an individualized package is assembled.

LINKAGES

This past year the capacity building project has provided State Department of Education personnel free information searches as a means of linking the resource base and local districts. In addition, the SEA librarian acts as a linker for SEA consultants and the ERC.

LEADERSHIP

The Director of Instructional Media, Division of Instructional Services, is the capacity building project director. Even though the primary resource base (ERC) is not directly controlled by the SEA, the management of the capacity building project is under SEA leadership; the project works closely with the ERC in an effort to serve SEA activities and priorities. An effort is also being made to maintain a sensitivity to the diverse local needs and requests that exist throughout Connecticut.

CLIENTS

This past year the capacity building project targeted the 30 towns in Connecticut which were least able to afford information services as recipients of free information search services from the ERC. Workshops demonstrating the process and capabilities of the service were given by ERC staff for the superintendents and/or principals of the towns.

Information search services were made available to SEA consultants with the SEA librarian acting as a linker agent with the ERC. SEA staff were also served through the bi-weekly publication of Interact, an intra-departmental newsletter.

TOTAL CONFIGURATION

The project's major objectives are to coordinate the current SEA dissemination efforts and to provide more extensive and accessible information services to SEA personnel. Although the ERC serves as the central resource base in the state, SEA usage is handled through an SEA linker agent, presently the SEA librarian. The project will be responsive to SEA priorities and client needs in an effort to promote and provide increased, efficient use of information services in Connecticut.

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DELAWARE

DELAWARE APPLICATION OF INFORMATION AND RESEARCH EDUCATION

PROJECT DAIRE

1978 Abstract

CONTEXT

In both area and population, Delaware is a small state. It ranks 49th in geographical area and 47th in population. Delaware is a state with large rural area; however, two-thirds of its people live in the Wilmington area. The SEA is in Dover, a town of some 22,480 located in the center of the state. There are no intermediate service agencies in the state. Services radiate from central facilities and headquarters in Dover, where SEA personnel are within one and one-half hours travel time of any LEA. Delaware has 16 school districts, including 3 vocational education districts, 180 public schools, and a public school enrollment of 111,034. Most of the students are in the Wilmington area. There are 73 professional staff members in the SEA. The SEA's major priorities include implementing competency-based education, improving basic skills, developing school improvement programs, and school district reorganization. These priorities have been adopted as areas of emphasis for the capacity building project, which has been designated DAIRE (Delaware Application of Information and Research in Education). The project and the State Facilitator project are jointly managed and together form the Delaware Dissemination Network.

INFORMATION RESOURCES

The project's information center is the Information Search and Retrieval Unit (ISRU) housed in the SEA. ISRU responses to individual requests are customized. Where appropriate, the ISRU response includes the name of an SEA resource person, and input is requested directly from appropriate SEA staff. At the same time, ISRU informs the specific SEA resource person of requests in his/her field of specialty. Computer access is through DIALOG, and frequent contacts with RISE result in supplemental material. Topical Information Packages (TIPs) have also been developed and disseminated. The ISRU provides search and retrieval services and limited field assistance to all educators in the state. The ISRU is the central actor at what the project has designated as Level I dissemination activities.

LINKAGE

DAIRE has one formal linker designated as "field agent." He is funded by the project grant and ESEA Title IV, based in the SEA, and concentrates his efforts on providing indepth support services to LEAs who have been selected for indepth or Level II dissemination services. The field agent is the central actor in providing Level II services. The field agent's

primary responsibility is to work with LEAs outlining and implementing corrective action procedures. The field agent and other SEA staff aid in publicizing and interpreting ISRU services. Thus far, 6 Level II LEAs have been provided with project field agent assistance. Plans for linkage expansion include the additional training of SEA staff as linkers and developing a statewide school improvement model for Delaware.

LEADERSHIP

The Project Director (also the Director of the Planning, Research, and Evaluation Division) devotes about 30 percent of his time to DAIRE. A statewide needs assessment has been conducted. The data obtained formed the basis for the collection, development, and publicizing of materials available through the ISRU. Documentation has been maintained on both Level I and Level II services, but a formal project evaluation has not yet been undertaken. A mail-back client feedback form is used, and a survey of information search impact is underway. Continued training of SEA personnel in linkage skill remains a high priority.

CLIENTS

Although DAIRE includes all Delaware educators among its potential clients, most requests come from LEA or SEA administrators and teachers. Intensive assistance is given to selected Level II LEAs under contractual agreement. The FY'79 focus is being directed to serving the needs of educational groups.

TOTAL CONFIGURATION

A two-level configuration guides the development of DAIRE. Level I (with the ISRU as the central actor) provides search and retrieval to all education groups and persons with limited field agent assistance. Level II (with the field agent as key actor) provides in-depth support services to selected LEAs. The services include needs assessment, problem identification, review of alternatives, selection of feasible alternatives, implementation, evaluation, documentation, and diffusion.

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FLORIDA
FLORIDA RESOURCES IN EDUCATION EXCHANGE
PROJECT FREE
1978 Abstract

CONTEXT

The state of Florida has 67 school districts organized on a countywide basis. The smallest is Lafayette County with less than 1,000 students, and the largest is Dade County (Miami) with over 240,000 students. The total public school enrollment is over 1.5 million students. The Commissioner of Education is elected and sits with the Governor and the cabinet as the State Board of Education. The Florida Resources in Education Exchange (FREE) Project is the title of the state's capacity building project.

INFORMATION RESOURCES

The FREE project is attempting to establish an easily accessible information system. The system will include both national and state information collections. One national information source is the DIALOG System, which provides access to over fifty computerized data bases. The FREE project obtains this service from the San Mateo Educational Resource Center (SMERC).

Catalogs of programs and materials are also searched when a request is received. These documents include a Catalog of NIE Education Products, Educational Programs That Work, and several Florida-developed resources. A Florida data base is also being developed. It is being designed to be ERIC-compatible. The computer programs have been developed to transform the data for storage and retrieval at Lockheed. The Florida data base is designed to include Florida-developed programs, practices, and material regardless of fund source. Some materials will be reproduced and distributed on a cost recoverable basis using project funds.

Another information resource is a human resource data bank. This provides the names of individuals in the state who can provide assistance in the utilization of the program, practice, or materials selected by the requestor. This activity is building upon the efforts begun by the Bureau of Program and Personnel Development. The bank contains about forty-five names now.

One other kind of information resource is planned, a referral directory organized by function. There are a number of directories existing within the SEA that provide either an organization chart, an office title, or some combination of the two, but often it is not possible to determine the specific responsibilities of the office from that information.

To provide easy access to the system, a member of the educational community may call the FREE project collect. The request is negotiated by a staff member and a response is usually sent within fifteen working days.

LINKAGE

The linkage system is being developed and tested by the R&D Utilization project, also located in the Office of Dissemination/Diffusion. As presently designed, it includes a team of three facilitators at each site school and linkers located in teacher education centers.

Efforts are being made by the FREE project to identify a minimum set of skills (competencies) required by a linker. In addition, low cost, partially self-instructional materials are being identified to teach those minimum competencies.

LEADERSHIP

Project FREE is located in the Office of Dissemination/Diffusion under the Associate Deputy Commissioner.

Leadership activities have focused on the implementation of a plan to establish a central information system of easily accessible resources for Florida educators. The plan represents a systematic approach to problem solving and is designed to respond to locally identified needs.

CLIENTS

The Florida educational community is designated as the FREE client group. This is defined as teachers, school administrators, district personnel, school board members, university personnel, and parents, as well as SEA personnel. Efforts are directed toward the following institutions, as ranked in priority: 1st) the SEA, 2nd) school districts, 3rd) state universities and community colleges, and 4th) private institutions.

TOTAL CONFIGURATION

The primary goal of the FREE project is to provide needed services that are not currently being offered by the SEA to the educational community. When information or material can be obtained through another source, FREE acts only as a referral agent to that source. Ideally, all services instituted by FREE will be integrated into ongoing program functions by project termination. Assistance is being given to other offices which have the desire or requirement to establish an information system of their own.

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GEORGIA
STATE CAPACITY BUILDING PROJECT
1978 Abstract

CONTEXT

Among the 50 states, Georgia is 21st in size and 14th in population. The state has 187 LEAs and 1,770 public schools with a total average daily attendance approaching one million students. Among a staff of some 250 professionals in the SEA, it is estimated that half are now engaged in services to LEAs. Only 14 of the 187 LEAs have more than 10,000 students in average daily attendance. Six of these 14 are in metropolitan Atlanta and enroll over one-fourth of all public school students in the state. At the same time, there are 68 LEAs with enrollments below 3,000. These small LEAs, which account for over one-third of the state's local systems, serve only one-tenth of Georgia's students. Largely because of these disparities, Georgia has formed 16 Cooperative Educational Service Agencies (CESAs), each receiving an annual basic grant from the state in addition to support from constituent LEAs.

INFORMATION RESOURCES

An Education Information Center (EIC) has been in operation since 1973. This center operates out of the SEA, and major capacity building project support has gone into additional staffing for this unit. Using the DIALOG System, it does on-line searches of ERIC and other education-oriented data bases. Resources housed at the EIC include ERIC, Council for Exceptional Children, and Curriculum Materials Clearinghouse microfiche files; over 2,500 fugitive documents, which are catalogued using ERIC descriptors; vertical subject files; ERIC indexes; and a number of basic educational reference tools. Other major resources in the state accessed by EIC include the Public Library Services of the SEA and the Georgia State University Library. CESAs are inventoried largely for program materials. Products of EIC include bibliographies; resumes of documents from ERIC and other data bases; supporting documentation that has been screened for relevance; microfiche duplicates; document loans; information analysis documents; and current awareness materials.

LINKAGE

The Georgia capacity building project is built on the premise that "effective dissemination/diffusion can best be accomplished by providing information and technical assistance to local decision-makers." Project linkers are those who support local decision-making and action; they include technical assistance personnel in the SEA (ca. 100), CESAs (ca. 250), and local education agencies (ca. 1100). This approach links the capacity building project integrally to an existing support service structure in

the state. This large corps of approximately 1500 linkers, whose primary responsibilities include providing informed assistance to local systems, have the opportunity to enhance their own effectiveness through improved access to the knowledge base provided by the EIC. The technical assistance personnel, in turn, assist local systems in knowledge interpretation, solution selection, and implementation.

Thus far, the project has funded linker skills training, cooperatively, for some 120 consultants in six CESAs. Skill needs were assessed and prioritized by the consultants, and training addressed communications, problem-solving and evaluation.

LEADERSHIP

The Georgia project was predicated originally on a then-imminent reorganization of the SEA during 1976; however, this did not occur department-wide until July, 1978. The project is now located in the Division of Planning and Evaluation, Office of Planning and Development. Other dissemination and development activities of that office include Title IV adoption/adaptation, the Research and Development Utilization project, competency-based high school graduation, and performance-based teacher certification. The project is now better placed to encourage progress toward a coordinated SEA dissemination function, and the project currently provides staff support to an office-level committee whose responsibility will be to examine issues related to improving dissemination. The project director is also director of the Division of Planning and Evaluation, in which EIC is located; he reports to the Associate Superintendent for Planning and Development.

CLIENTS

Clients include SEA professional staff, CESA professional staff, and local superintendents and their central office staff. Local superintendents are targeted as major agents of change, but a major project objective is more active provision of EIC services to the local level. With internal project emphasis on small, rural systems, groups of local superintendents and curriculum directors have been made aware of EIC resources and services. These orientation activities will continue until all local systems have been reached. This strategy currently does not extend wider than the central office of LEAs in seeking clients, but there is a definite desire to provide information services to principals.

TOTAL CONFIGURATION

Georgia's state capacity building project is designed to develop new information resources to a limited extent, though the primary emphasis is coordinating existing data bases to serve local educational decision-makers. In order to reach as many local decision-makers as possible, the project uses approximately 1,500 SEA, CESA, and LEA technical assistance personnel.

Information services are customized to meet the requestors' perceived needs; the degree of customization ranges from providing bibliographies to conducting full-scale research and synthesis efforts. The project has a high commitment to evaluation, particularly in terms of its clients' perceived satisfaction with the service and the utility to them of the information provided. Recent agency-wide reorganization has improved the visibility of the project and has increased the possibilities for coordination with other dissemination efforts.

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IDAHO
IDAHO ERIC
1978 Abstract

CONTEXT

Idaho is large in area but small in population. Of the 115 LEAs, 44 have fewer than 500 students and only nine have more than 5,000. The state's 548 public and 49 private elementary and secondary schools serve about 206,531 students. Relatively large numbers of Indians and migrant students are served by the SEA.

Capacity building through Idaho ERIC is both a developmental and coordinating effort. New linkage and information access and retrieval services have had to be developed. But equally important have been Idaho ERIC's efforts to build on already existing institutions. Idaho ERIC coordinates activities whenever possible.

INFORMATION RESOURCES

Four information centers are currently integrated in this component. These are located at the University of Idaho, Boise State University, Idaho State University, and at the SEA. The main resources at the SEA information center are a complete ERIC file and a human resources file (Talent Bank). Idaho ERIC uses DIALOG in its computer searches. Efforts of the R&D Exchange (RDx) at the Northwest Regional Educational Laboratory (NWREL) are expected to provide a promising practices file and a broader human resources file. Informal contacts with institutions of higher education (IHEs) and state libraries expand the resources currently available.

LINKAGE

The linkages in Idaho ERIC are being established to meet two basic criteria: first, since very little funding is available for paying linkers, the persons selected already should be working within the educational system; and second, the linkers should have characteristics similar to the client and should be located in close proximity to the client. For the most part, building librarians have been selected for the linker (or "contact") role. Of the 200 local linkers, 152 are librarians, and 48 are other LEA level personnel. In addition, twelve SEA-based personnel in the Instructional Division perform some linkage functions and are being involved in training for that role.

One aspect of linker training is particularly unique: much of the local linkers' training is available through ITV broadcasts of video tapes prepared in FY 1976 under an NIE special purpose grant. One-day workshops

are given using a condensed version of ITV programs, and linkers participate in simulation activities to provide request review and follow-up. In the future, Idaho ERIC hopes to expand the number of building "contact" personnel and train SEA staff in linkage processes. ITV and the SEA newspaper, News and Reports, are frequently used linkage media. The former is used for creating awareness and training, and the latter primarily for creating awareness.

LEADERSHIP

Idaho ERIC is located organizationally in the Bureau of Special Services within the Division of Federal Programs. The project director reports directly to the Associate Superintendent, who is also a division head. Two of the five individuals funded by the project are located at the SEA; in addition, a project-funded retrieval specialist is located at the University of Idaho, at Boise State, and Idaho State University. The IHEs provide facilities as a means of support in return for access to DIALOG. In general, Idaho ERIC is now concentrating on the coordination of existing resources in the SEA, the state and, working through RDx, the region. The project is still growing and developing facilities, processes, and personnel. The project established two IHE-based retrieval centers in its first year of operation, identified and added a third the second year, trained 200 local linkers to date and has gained recognition and cooperation from others in the SEA.

CLIENTS

Virtually all members of the Idaho educational community are considered potential clients of Idaho ERIC. SEA and public school personnel are the primary target groups, but IHE education faculty and students are also being served. Searches for SEA personnel are conducted at Boise State University. About 75 to 150 requests are processed monthly through the centers. Although a log of type of requestors is maintained at each center, there is no general compilation of search topic frequencies. A log of referrals is kept by the Talent Bank. The number of building contacts will continue to expand as meetings are held with those districts that have not yet received training.

TOTAL CONFIGURATION

Idaho ERIC is providing a service previously unavailable to the state's educational community. Two central tenets are guiding the effort: (1) both the linkage and retrieval services are being located as close to the clients as programmatically possible and (2) the general guiding principle is one of information provision. Over the next few years, the major activities will revolve around ever-closer coordination among SEA personnel, the building contacts, the information centers, IHEs, and RDx. The long range goal of the project is a coordinated state-supported system which will provide information and technical assistance to Idaho educators.

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ILLINOIS

ILLINOIS RESOURCE AND DISSEMINATION NETWORK (IRDN)

1978 Abstract

CONTEXT

In Illinois there are over 1,000 school districts and over 2,600,000 students. Although most students are concentrated in the Chicago area and lesser urban locations, there is a substantial rural population and a large Spanish-speaking group. The SEA reorganized, following the shift from an elected to an appointed Superintendent. The NIE capacity building project is part of the Illinois Resource and Dissemination Network (IRDN). IRDN has used the recent reorganization, coupled with strong administrative support, to begin building a comprehensive institutionalized dissemination program. While Illinois has no formal intermediate units, the SEA has divided the state into five regions for the provision of educational services.

INFORMATION RESOURCES

Automation of the Illinois Resources File on PLATO is in progress. Upon completion of training, programming, and data entry during the next year, the national and state exemplary programs, Illinois documents, and human resources will be stored online. In addition, an ERIC collection, over 350 journals, curriculum materials and texts, and professional books are included in IRDN's Materials and Retrieval Center (MARC). Beyond the resources available in the MARC, IRDN has established contacts with other information bases in the state (including the Illinois Library Network), giving it access to the largest retrievable information base in the nation. Resource packets based on SEA priorities and identified needs have been, and will continue to be, developed and disseminated.

LINKAGES

Illinois has established its 75 SEA-directed linkers in five regional groups called Program Service Teams (PSTs). The members of the teams have made contact with each LEA and selected a local representative in each. Training for the linkers is a major objective of IRDN; the training itself is tailored to meet the particular needs of each of the linkers. During FY 1978, a major linkage workshop for the PSTs concentrated on increasing team members' awareness of linkage skills and concepts. Subsequently, the agents assessed their own training needs and were trained in identified areas (problem identification, problem-solving, evaluation, etc.) by selected groups of their peers in a "Trainer of Consultants" approach. The year was completed with a three-day Staff Development/Inservice Seminar which focused on both content (knowledge) and skills (training).

LEADERSHIP

The project director is also the Assistant Superintendent of LEA Services and reports directly to the Executive Deputy Superintendent. Day-to-day operations are under a project coordinator, who has regular communications with the project director. Working with Assessment and Evaluation staff, IRDN has developed an instrument for locally identified educational needs and has piloted it in 50 LEAs. The final instrument will be offered to all requesting LEAs. IRDN plans to use the resulting priorities as the basis for a statewide effort to improve education through services and activities which address those priorities. Strong policy level support, a large state financial base, careful long-range assessment-based planning, and attention to validation are stated qualities of the project.

CLIENTS

The initial targets of IRDN were LEA superintendents and supervisors; PST personnel have now been directed to focus on teachers. Each linker makes personal contact with clients to inform them of the services. Expansion of these activities will include working with less frequent users and new client groups. IRDN personnel are very concerned about studying user/nonuser differences in order to improve their dissemination services.

TOTAL CONFIGURATION

IRDN is developing what they feel will be one of the most fully developed, comprehensive dissemination systems in the country. Educational needs assessment and carefully implemented formative and summative evaluations are being fed into IRDN plans. Gradualism is a dominant characteristic of the project; in accordance with their five year plan, expansion of any one component is based on parallel growth in the others.

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KANSAS

KANSAS EDUCATION DISSEMINATION/DIFFUSION SYSTEM (KEDDS)

1978 Abstract

CONTEXT

Kansas is the 14th largest state in area and the 31st in population in the United States. The 307 school districts contain 1,608 elementary and secondary schools with nearly 460,000 students. Forty-two percent of the districts have fewer than 800 students; four districts, approximately one percent of the total, contain 70 percent of the students. The state is predominantly rural, and the population of western Kansas is extremely dispersed. Within this setting, the Kansas Education Dissemination/Diffusion System (KEDDS) seeks eventually to be able to answer all information requests from Kansas educators by accessing all relevant national data bases; by developing its own state files; by incorporating into networks all state and local resource systems available to Kansas educators; and by identifying, training, and supporting up to twelve field consultants to serve as linkers. KEDDS is comprised of a resource component, KEDDS/Resources, and a linkage component, KEDDS/Link.

INFORMATION RESOURCES

Ten separate regional resource centers are included in the KEDDS/Resources component. Six are based in public IHEs, one is located at Dodge City Community College, and the central one is housed in the SEA. Most of these centers have their own on-line search capability connected with both SDC and DIALOG. All centers but one have their own ERIC collections. In addition, the SEA center is developing files of Kansas documents, promising programs and practices, and human resources. The SEA center also has access to the SEA's professional library and the state library system. In the future, KEDDS/Resources will include access to legislative materials, adult education centers, community and small colleges, and other Kansas networks. The regional centers, the field consultants, SEA personnel, and KEDDS/Resources staff suggest new resources for acquisition. Delivery is by either a regional center or a linker; in both cases delivery is followed up by a linkage agent.

LINKAGE

The six current field consultants in KEDDS/Link are based in Wichita. These linkers have general regional assignments, but there are no ISAs in Kansas. The linkers are full-time, currently funded by the capacity building grant, Title IV-C, and NDN. In the future, it is hoped that the number of these linkers will double; further, a system of local linkers established under an earlier grant may be "reinvigorated." The field consultants work

generally as "facilitators" and, therefore, are engaged in a wide variety of linkage activities. These activities include awareness creation, transmission of search requests, delivery of materials and follow-up. Furthermore, the linkage role in Kansas also encompasses those activities necessary to facilitate the adoption and implementation of educational change processes in schools. Newsletters are the main other-than-personal linkage used currently.

LEADERSHIP

KEDDS is an amalgam. Its components include the resource centers originally developed under Project Communicate and the field consultants formerly included in Project Link. This combination is reflected in the three-person policy council, composed of the respective heads of the KEDDS/Resources, KEDDS/Link, and Title IV-C units. (The head of the KEDDS/Resources unit is the capacity building project director). KEDDS is located organizationally in the Improvement and Development Section of the Division of Education Services. The major accomplishments for KEDDS have been the merger of the efforts of the Office of Education and NIE, and increased institutional stability following a significant SEA reorganization and years of uncertain funding. The main problem areas were reported to be gaining increased SEA acceptance, locating additional funding sources to allow expansion, and coordinating dissemination activities in the SEA.

CLIENTS

All members of the educational community (including students and faculties of the state's colleges and universities), as well as occasional others, are considered potential clients. KEDDS activities are user-generated; the system responds to requests. Awareness and interest-creating activities are, however, basic elements in both the resource and linkage components. There are no target groups and all requests receive equal priority.

TOTAL CONFIGURATION

KEDDS is attempting to develop a unique system that combines components of equal importance, but with different histories, into a single coordinated resource and service organization. All aspects are being integrated. For example, KEDDS can be both flexible, due to the varied experiences and sources of funding for its components, and inflexible, by lengthening the decision-making process and making intra-KEDDS communications more complex. The current configuration is only a beginning; plans are being developed to achieve all its objectives.

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KENTUCKY

UNIT FOR DISSEMINATION, OFFICE OF COMMUNICATION SERVICES

1978 Abstract

CONTEXT

Kentucky has 181 LEAs and 14 vocational education districts serving a student population of 795,000. The State Superintendent is an elected constitutional officer who serves a four-year term and may not succeed himself. Local superintendents are appointed by locally elected boards. There are no intermediate service agencies in Kentucky; seventeen educational development regions, which served as ISAs, were abolished in 1976. Over one hundred districts are involved in seven independent consortia operating at various levels of service.

Kentucky's capacity building project was implemented to help the SEA achieve its goals of improving the educational program for all of the Commonwealth's students by utilizing existing information resources more efficiently. The dissemination program operated by the Unit for Dissemination is based upon Havelock's model of social interaction, adapted to fit Kentucky's unique characteristics, as well as the Yovits and Ernst general information model. The program staff feels its effort is in a more advantageous organizational position following SEA reorganization in 1977. That reorganization created the Office of Communication Services, containing the Unit for Dissemination, the Materials Center, the Information Retrieval Unit, and the Division of Publications. Current efforts involve delivery of information to meet educational needs, adoption of a more proactive approach to dissemination, further coordination of SEA level dissemination efforts, and institutionalization of dissemination linkage teams at 217 sites.

INFORMATION RESOURCES

The dissemination program has at its disposal an in-house information center made up of the Department's Materials Center, Information Retrieval Unit, and Curriculum Lab. All information resources are now either located in the information center or will be in the future, according to current plans. Personnel within the Office of Research and Planning and the Bureaus of Instruction, Vocational Education, and Exceptional Children are available as human resources. Information Retrieval has in-house terminal access to DIALOG. Other resources include: a complete ERIC microfiche collection, a microfiche journal collection, an educational archive, films and audio-visual materials, professional books, curriculum materials, a-v equipment and loaner microfiche readers, a promising practices file, and a teacher/consultant drop-in work room. A telecommunication capability is planned. The program is developing special information packages and a monthly series of selected target communication packages called Sourcebooks. In addition to in-house or directly accessed resources, the program has used a variety

of other institutions and sources including the Legislative Research Commission, Kentucky State Library and Archives, the Frankfort Courier-Journal newspaper computerized database, the Kentucky Council on Higher Education, and the Kentucky Department of Human Resources.

LINKAGES

The Unit for Dissemination utilizes a three-tier linkage system comprised of three Area Dissemination Coordinators (ADCs), 196 part-time LEA Dissemination Representatives (LDRs), and a building contact in every school. The building contacts are usually librarians or material center staff. The LEA dissemination program, called Local Linkage Teams, is being expanded and is made up of the district's LDR and building contacts. Functional responsibilities within the program are based upon linkage level. ADCs are responsible for the establishment and training of local teams as well as for offering assistance to the district for the adoption of new programs. The ADCs, then, are involved in spread, exchange, choice, and implementation levels of dissemination. The LDRs are primarily active in spread and exchange, and the building contacts' functions are primarily in the area of spread. Less personal awareness-creating linkages are under development.

LEADERSHIP

The project director is a cabinet level department officer who is Head of the Office of Communication Services. The project manager is Director of the Unit for Dissemination. There is a formal statewide dissemination advisory council. Coordination within the SEA is accomplished through the Unit for Dissemination's monthly staff meetings. These staff meetings include representatives from the Department's various Bureaus and Offices. There is a formal SEA dissemination policy; and a department-wide dissemination plan will direct activities beginning FY 79. Needs assessments are viewed as most important to the proactive portion of program activities. The role of evaluation in project development has increased throughout the term of the program.

CLIENTS

There has been a general increase in the number of information requests throughout the program period. Numbers have increased relative to the increase in the number of building contacts and local linkage teams. Clients currently include all individuals related to the education process in K-12 public schools as well as postsecondary vocational educators and teacher-educators. The only potential clients currently not served are graduate students.

Contact data are kept at the LDR, ADC, and statewide levels. Data on the utilization of the Information Center are kept by district and region. A system for rating the effectiveness of LDRs and ADCs also has been developed,

and a process to identify the "innovation quotient" of school districts is under development. A special research program is currently being conducted to assess the appropriateness of media being utilized.

TOTAL CONFIGURATION

Pieces for an effective, comprehensive dissemination system appear to be present and have, in the main, been brought together. The program will end its affiliation July 1, 1979, with the capacity building effort and will become an institutionalized state-funded program. The program is still viewed in an evolutionary framework with plans for reconsidering its approach within a changing educational community in 1980, 1982 and 1984.

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MASSACHUSETTS
DISSEMINATION PROJECT

1978 Abstract

CONTEXT

Although small in size, Massachusetts is a heavily populated state with a rich diversity of resources, institutions of higher education, voluntary intermediate agencies (known as collaboratives), independent service providers, and local, regional, and state education agencies. The SEA is comprised of one central and six regional offices. The central office is primarily concerned with administrative functions. These include program and policy development, finance planning, and program approval. The regional centers are concerned with both service-delivery and monitoring activities and a broad array of program development services.

The Massachusetts Dissemination Project was established to help educators use the existing information resources available throughout the state. New development of resources or linkages is contemplated only where gaps appear in existing activities and resources. The first project year was concerned with establishing the linkage mechanisms and relationships necessary to stimulate awareness of and access to the natural dissemination system in the state for educators, parents, and students. The development of staff dissemination capacity for both regional and central office staff is a continual element in this long-term goal.

INFORMATION RESOURCES

The project's efforts with respect to information resources are directed to developing coordinated and comprehensive access to the numerous sources of information existing within the SEA and throughout the state. Program and human resource files are continually developed by the project. Initial products of the project include catalogues and guides to existing information and resources known as the Resources to Schools series which seeks to equalize availability of information resources and services to all clients.

Products developed during the project's second year focused on expanding the resources base on a variety of current issues and state priorities such as basic skills improvement, multi-ethnic, multi-cultural programs, and special education training resources. Third year products will expand the resource base in such areas as community education, gifted and talented, environmental education, guidance and counseling, inservice education, and related education agencies.

Access to a comprehensive set of national education and related data bases is available to local educators through the Merrimac Education Center's Institute for Educational Services (MEC/IES), a statewide information service center. IES provides search services of ERIC and other files

under a contract with the dissemination project. IES uses the DIALOG retrieval system. MEC is one of many voluntary intermediate districts known as collaboratives, which serve program needs of participating local school districts.

LINKAGE

The development of better linkages between clients and available and future information resources is being accomplished at an organizational level through the regional centers established by the SEA. At the personal level, information specialists and staff generalists in the centers are working with local educators to improve communication between groups, address poor distribution of resources, and to disseminate promising practices. By supporting and enhancing the capability of these staff members with ready access to comprehensive information resources, the project increases the likelihood that such resources will play an integral part in program improvement activities in local schools.

A staff person from each of the regional centers has been designated as the liaison between the project and the regional office staffs. Awareness and training sessions are provided to these "linkers."

LEADERSHIP

The leadership efforts of the project fall into two categories: (1) facilitating coordination and collaboration among the several resources for dissemination, including state agency units; and (2) identifying and addressing specific needs of potential clients for information services. Since the SEA does not control directly all of the information resources, it is necessary to provide incentives and opportunities for the persons directing those resources to collaborate to reduce fragmentation and duplication and to equalize the availability of their services to all educators.

Initially, six regional user boards guided project activities via a user-driven approach through a needs-sensing process. Now, a state-level user board, consisting of representatives from the major dissemination agencies, professional associations in the state and other professional staff, guides project activities. The Board functions in an advisory capacity to the Project and assists in planning and development.

CLIENTS

The primary clients of the project are the staff of the Regional Centers, educators, students, parents, and school board members. Target audiences for project services are defined through the publications, workshops, and training sessions conducted by the project director during Years II and III. Unlike other capacity-building projects, the Massachusetts Dissemination Project does not directly provide clients with comparable information search services so client data on those services is not collected at the project level.

TOTAL CONFIGURATION

The project does not provide direct services to educators in the current sense of the term--computer-assisted information services. Rather, the Massachusetts Dissemination Project facilitates access to existing services and resources through a variety of activities. In addition, the project will develop the agency's capacity to translate statewide program resources into products and services which are responsive to client needs. Thus, assessment of the impact of the project will be measured in terms of the mechanisms it establishes for improving equal access. By developing resources only in areas of need, the project will be using temporary federal help to gain leverage with existing resources. Establishing such a coordinating role for the project and the SEA will require the use of incentives for focusing the existing resources on the important information needs of educators in the state.

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MICHIGAN
STATE CAPACITY BUILDING PROJECT
1978 Abstract

CONTEXT

Michigan is one of the most industrialized states and, with a population of almost nine million, ranks seventh in number of citizens. Although the state extends over great distances, among the 50 states it ranks only 23rd in geographic area. In addition to Detroit, which has a population of 1.5 million, there are a number of cities approaching 200,000 in population. Serving a diverse urban and rural citizenry are 581 school districts, 3,886 public schools, and 123,604 public school professionals. The total public school enrollment is 2,128,000. For educational planning and development, the state is regionalized in several ways. It is divided into 22 districts for "media centers" operating informational services, Regional Educational Media Centers (REMCs); in addition, Special Education Programs with their own staffing and funding operate out of the 22 REMCs. The state is further divided into 58 intermediate school districts (ISDs); and there are 53 Career Education Planning Districts (CEPDs). The Michigan capacity building project, coordinating closely with a Research and Development Utilization Project (RDUP) and a Title IV-C adoption program, will develop a general network for connecting the specialized networks of educational information flow in the state.

INFORMATION RESOURCES

The capacity building project's Information Dissemination Service Center (IDSC) is located in the Michigan State Library, one of the service areas in the SEA. The IDSC uses a telecopier network to communicate with the 22 Regional Educational Media Centers (REMCs). Requests are received daily by phone, mail, and telecopier from individuals and educational institutions. The Information Dissemination Service Center produces several state education files. From these information files the Center publishes Education Activities Calendar, which provides monthly state-wide coverage of education workshops and conferences; Michigan Education Resources, an inventory of fugitive documents, education projects and human resources available to educators in the State; Current Articles in Education, a quick reference to recent educational articles published in 70 selected educational journals; and a bi-monthly newsletter which is cooperatively published with the Research and Development Utilization Project, the ESEA Title IV-C Program, and the National Diffusion Network. Data bases used are those available through DIALOG and ORBIT, New York Times, and collections from each service area in the State Education Agency. Viewed as accessible resources of the project are the human talents in 16 state agency's service areas; a library reference system, which provides access to other state library collections; and contractual relationships between the state library and other institutions of higher education in Michigan.

LINKAGE

The Michigan project defines "linkers" as persons already a part of functioning systems and institutions. Identified at present are full-time linkers at the SEA level and a number of part-time linkers at the ISD level to do searches and serve as intermediaries in search activities for requestors at all levels. Seen as "potential" part-time linkers at the SEA level are some 55 staff persons who represent 52 programs in the service areas including bilingual, career education, and professional development. These persons function as "initiators" and "responders" while also performing administrative tasks. Identified at the regional level as already functional are a number of full-time linkers who are the Special Education curriculum resource consultants at some of the REMCs. Also active are all 22 REMC Directors and a number of curriculum specialists at many of the 58 ISDs. These persons are considered part-time linkers. The project's approach to linkage depends upon developing cadres at the REMCs. The endeavor begins with those REMCs where Supplemental Centers are being created under Title IV-C funding. Eventually, project administrators hope to develop linkage capacities among the state's 1,100-plus librarians, media specialists, counselors, and other educators at the local and building level to provide linkage in specialized subjects or along specialized diffusion networks.

LEADERSHIP

At present the project operates under a project director who also directs the RDUP. This individual is the SEA's Planning Director and is located within the Planning Office of the Superintendent. He allocates an additional one-fifth of his time to other dissemination activities. He presently manages the capacity building project and is Chairman of the Dissemination Task Force in the SEA. The Task Force is represented by persons from each office in each major division of the SEA.

One aspect of the project's strategy is to build on the initial Title IV-C funded specialized content network for disseminating promising practices. This adoption project addresses services to selected districts and has created another regional unit of ten REMCs, called "Regional Supplemental Centers." These new centers are beginning the work of generalizing what hitherto have been specialized networks. With the added assistance of the SCBP grant and Title IV-C monies, the Dissemination Task Force, in existence since 1974, is now able to address more concrete problems and to strive for a concomitant coordination across divisions in the SEA. Earlier efforts of the Task Force concentrated on training their own members in coordination processes; for example, many task force people have received instruction in "stages in the adoption process." Under the SCBP, however, the Task Force will take a more active leadership role, recommending policies to bring about new coordinative working relationships across divisions in the SEA.

CLIENTS

The Michigan project focuses on: serving the dissemination requirements of the offices and service areas in the state agency; developing a resource source and inventory which locates and identifies knowledge resources in the state; developing a written procedures manual for accessing the various specialized dissemination networks in the state; preparing specifications for automating the resource source and accessing inventory; preparing training modules for linkage procedures and interpersonal linkage skills. As the project expands, educators at each level in the educational system--local, intermediate and regional--will be able to access sources of knowledge. Capacity building project staff, in addition to responding to requests and developing resource access, initiate awareness activities in parts of the State's education community currently expressing needs for resources but not using the dissemination network to meet those needs.

TOTAL CONFIGURATION

A distinctive feature of the project is the effort to build a generalized network of dissemination by linking well-established, functioning, specialized state networks that cover the SEA's service areas and several overlays of intermediate-level units. The network links each of Michigan's 537 local and 58 intermediate school districts to the 22 Regional Education Media Centers, whose dissemination function is coordinated by 10 Regional Facilitators located in key intermediate school districts. The network links these 10 Regional Facilitators to the IDSC.

Highly compatible with this strategy is the definition of linkers as persons already functioning in varied capacities in these existing systems and networks. Also distinctive is the potential leverage which emanates from the Planning Office. This leverage is a product of the initial direction and coordination of the project, a strategy placing most SCBP funds in information services delivered from a central dissemination center, while capitalizing on activities of linker identification and training, concentrated in selected REMCs but funded under a different grant.

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MINNESOTA

MINNESOTA INFORMATION NETWORK FOR EDUCATORS (MINE)

1978 Abstract

CONTEXT

In Minnesota there are 443 LEAs serving 880,000 students. In 1976, the State Legislature passed legislation allowing LEAs to form intermediate units. Nine such units called Educational Cooperative Service Units (ECSUs), have been formed to date, with a potential for up to eleven. The NIE dissemination project, Minnesota Information Network for Educators (MINE), is headquartered at the State Department of Education in St. Paul. There it shares facilities and space with the professional library. MINE is administered within the Division for Special Services. During the project's first year of operation, one ECSU (The Marshall area) served as a pilot for delivery of MINE services. In the second year of service, MINE extended the network to the South Central ECSU in Mankato, the Southern Minnesota ECSU at Rochester, the West Central ECSU at Fergus Falls and the Metropolitan ECSU in St. Paul. Commitments have been made to extend MINE to the remaining ECSUs in the third year of the project.

INFORMATION RESOURCES

MINE has relied on professional library resources combined with information services contracted from the San Mateo Educational Resources Center (SMERC) for its information base. SMERC supplies ERIC searches, journal articles, and copies of fugitive materials on microfiche in response to individual requests. Through cooperation with the professional library, MINE can respond to requests for a wide range of information, and computerized files other than ERIC. The professional library also contains its own full ERIC collection, and holds a substantial number of journals, indexes, abstracts, and reporting services, as well as special collections in vocational rehabilitation and state planning information. Instructional materials on general and vocational education, on educational opportunities for women, the handicapped, and minorities are given priority as the project begins its own collection building efforts. MINE is committed to the development of a state-based resource system. Contracts for service with SMERC have been intentionally diminished since the beginning of the project as capacity to respond to requests has increased in the state.

LINKAGE

Minnesota has conducted workshops in the Marshall ECSU to develop a cadre of linkers. A similar strategy has been employed in the five ECSUs which have joined the network in the second year. Thus, state efforts are concentrated on the six ECSU coordinators who are responsible for contacting individual school districts and schools within their respective regions.

Each ECSU has developed its own arrangements for linking MINE services, relying in all cases on part-time linkers in LEAs. Local linkers are predominantly library/media specialists with a scattering of teachers, coordinators and administrators.

An important innovation in the MINE program is the use of the statewide computer network for the transmission of requests. Currently, as much as 50% of the request traffic is being received on the system. Future enhancements will allow greater use of the network by the local schools, use of simulations for linker training, and the development of a computer-accessible data base on the statewide network.

LEADERSHIP

MINE is engaged in a number of leadership initiatives inside and beyond the SEA. Within the SEA, workshops have been held and more are planned to inform the operating divisions about the program's objectives and services. A number of units are cooperating on file development activities and numerous consultants are acting as informal linkers. The MINE has received the status of an activity within the Division for Special Services. This means that MINE can submit an independent budget request within the biennial budgeting system for the state. A successful budget request within the current biennium would assure state support for the program, but it remains for the legislature to consider all budget requests before this outcome is known sometime in the spring of 1979. Numerous dissemination activities are developing coordination of their efforts through MINE. ECSU directors, SEA staff, National Diffusion Network facilitators, MECC staff (the statewide computing network) and numerous LEA personnel have discussed and supported dissemination coordination in joint meetings. More meetings for this coordination are planned.

CLIENTS

Primary clients of MINE services are teachers, administrators, and specialists in the state's elementary, secondary, and vocational schools. In addition, MINE is attempting to address the concerns of native Americans. School board members and advisory groups may also use the service. SEA personnel are served by the professional library. This division of target groups distinguishes project services from library services at the present time.

TOTAL CONFIGURATION

The overall goal of MINE is to develop a comprehensive dissemination capacity in the form of an information network based on personal and telecommunication linkages throughout the state. Use of computer networks accessible from any school is foreseen as a way to develop, as well as search, data bases. In the same vein, clients who use the MINE service are viewed as (1) potential linkers to other clients and (2) future contributors to the knowledge base.

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MONTANA
EDUCATORS' RESEARCH SERVICE
1978 Abstract

CONTEXT

Montana has a large area and a small population. About 850 schools, 120 with only one teacher each, are scattered across 650 LEAs in 54 counties. Only five LEAs are in population centers of more than 20,000. The SEA has developed optional tests for LEAs to assess themselves against 15 educational goals developed by citizens of Montana. Personnel of the capacity building project, which is called Educators' Research Service (ERS), anticipate that needs identified by these tests will lead to requests for appropriate information. A small budget and various demographic problems have led project personnel to adopt an incremental approach to statewide implementation. ERS had its position in the SEA improved by a recent reorganization, which placed the project within the Division of Resources and Assessment.

INFORMATION RESOURCES

Montana started relatively late in resource base development. The SEA staff library, established only in 1973, has been upgraded to serve as a resource center. Searches are currently being conducted on-line through SMERC and DIALOG. Further development of the resource center is viewed by project staff as basic to all other efforts. Prepackaged materials are being currently prepared.

LINKAGE

Currently, 173 linkage agents operate throughout the state, 75 of these within the SEA. ERS is training linkers in positions as close to classroom teachers as possible. For example, pilot site agents have been trained in Missoula County; additional agents have been trained in Missoula County by the pilot linkers; other agents have been trained in Special Education Service Regions; and 40 new agents are being trained in LEAs throughout the state, with emphasis on small isolated districts and those with substantial Indian populations. An expressed objective is to establish linkage agents in all LEAs desiring them. Recent emphasis has been on enhancing SEA staff awareness and utilization of the service. Some public relations efforts have been used to create awareness and generate linker nominations.

LEADERSHIP

Planning and evaluation are significant efforts in ERS. The project director is working closely with the Division of Planning and Evaluation to develop a comprehensive planning process for the further progress of ERS. Many of the efforts of ERS are geared toward the optional Montana School Testing Service (MSTS). As MSTS is used by more LEAs with greater

frequency and as the Division of Resources and Assessment becomes more recognized as an information source, the number of school personnel served will probably increase markedly.

CLIENTS

ERS views the local practitioner and SEA staff as its primary clients. ERS is cultivating linkages as close to the classroom teacher as possible. First year efforts concentrated on only three pilot site schools with linkage agents; (during the second year efforts expanded to additional sites, third year efforts focused on SEA staff.

TOTAL CONFIGURATION

The recent reorganization placed all of ERS' SEA operations in a single building and within an organizationally more prominent position. These shifts have paralleled project personnel's own efforts to more fully coordinate its operations. Financing the program following the SCB grant period, further developing the resource center, and expanding linkage services are now seen as major concerns. Further development of the Regional Exchange is expected to assist the ERS in all these areas.

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NEBRASKA

STATE OF NEBRASKA INFORMATION CENTER FOR EDUCATIONAL RESOURCES (SNICER)

1978 Abstract

CONTEXT

Nebraska is sparsely populated, with two-thirds of the population located in the eastern third of the state. A total of 2,027 schools exist in 1,091 school districts; over 800 of these districts consist of elementary through grade eight schools with less than 300 students. Only two districts have student populations greater than 10,000. There are small minority populations of Blacks, Asians and Native Americans. Nebraska has a tradition of local control of schools. Its 19 Educational Service Units (ESUs) were mandated by the state legislature but are locally contracted and controlled; they provide services most required within each service area. Only one-quarter of all local school funds come from federal or state sources. Locally elected state board members appoint the State Commissioner of Education. The purpose of the State of Nebraska Information Center for Educational Resources (SNICER) is to assist Nebraska educators in their teaching or other school-related functions by providing them with easy access to a comprehensive collection of technical educational information.

INFORMATION RESOURCES

Emphasis during the first year is on operationalizing the search capabilities of the resource base and promoting awareness of capabilities. Information services have been contracted from the San Mateo Educational Resources Center (SMERC) which supplies SNICER with ERIC searches and fugitive materials.

LINKAGE

SNICER's overall linkage objective is "to develop systems which provide for ready access, review, or utilization of quality information and to train state and local educators in their use." The general approach takes advantage of the existing informal network of educators in Nebraska, developing and supporting this network of locally-based linkers. Linker training concentrates on procedures for defining and transmitting information requests. SNICER currently utilizes linkers at the SEA, ESU, and local levels. Thirty SEA curriculum consultants serve as part-time linkers as part of their consultant role, and both SNICER professionals also serve as linkers. Also, at present, 50 building-level linkers, primarily media center personnel, have been trained at the local level, and four ESU individuals serve as part-time linkers. Project plans include eventually identifying and training linkers in each of Nebraska's school systems.

LEADERSHIP

SNICER is located within the Division of Administrative Services; the co-directors report to the Deputy Superintendent. During FY 1976, an SDGP planning grant allowed SNICER to conduct a limited statewide needs assessment involving representatives from the SEA, ESUs, and LEAs. Evaluation focuses on immediate client reaction to information packets; monitoring request patterns is also planned for the first year. Coordinating the existing resources and providing support for the informal network of Nebraska educators are underlying objectives for SNICER; the primary leadership objective is promoting "the use of good quality information by Nebraskans in making education-related decisions."

CLIENTS

SEA and local school personnel are the major groups of clients now targeted by SNICER. Given the population dispersion in Nebraska and the inavailability of a statewide SEA publication or other media which can reach all Nebraska educators, the project relies upon workshops and conferences at the SEA, ESUs, and LEAs to promote awareness of project capabilities. Turn-over at the SEA necessitates repeated awareness creation efforts. Brochures and special content newsletters also are used. A small fee is charged for search requests involving SMERC; non-computerized searches and follow-up requests are provided without charge to clients. Limited information is available currently on the distribution of clients or on the topics of their requests.

TOTAL CONFIGURATION

SNICER must cope with a population dispersed through a large number of relatively independent school districts. First year activities focus on operationalizing search capabilities and coordinating available resources, creating awareness of the service among educators, and selection and training of SEA curriculum consultants to provide linkage as part of their consultant role.

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NEW HAMPSHIRE
DISSEMINATION PROJECT

1978 Abstract

CONTEXT

The New Hampshire SEA provides services through its five divisions to 168 school districts, seven regional post-secondary vocational-technical schools, and a large number of individual clients. These school districts serve approximately 174,000 students. All of the school districts in the state are grouped into administrative units called supervisory unions. Services in the areas of staff development and special education are provided to some supervisory unions by other organizations called Regional Educational Service Centers.

The Dissemination Project, placed within the SEA's Division of Administration, is serving a coordinating function. Its main goal is to deliver efficiently both information and skills to the clients of the SEA. It has also taken on the responsibility of seeing that the information and skills provided are utilized in an effective manner.

INFORMATION RESOURCES

To improve the SEA's dissemination capacity, a number of resource bases provide services to the various client groups. The Office of Educational Information, the Program Information Office, and the New Hampshire ERIC Diffusion Project (the SEA's ERIC search system) are bases located within the Division of Administration. Individual consultants in the Division of Instruction serve as part of a human resource base, as well as linkers. Their roles as information resources are in such areas as innovative educational programs, staff development, federal funding, curriculum revision in specific content areas and general knowledge utilization.

The Title IV Office, located within the Division of Instruction, and the New Hampshire Education Facilitator Project, outside the SEA, serve as principal resource bases for innovative educational programs. It is the mission of the Dissemination Project to coordinate the provision of services from all bases within the SEA.

LINKAGE

Linkages are being provided through the training of 22 local school administrators and 20 SEA and Regional Education Center personnel in organizational development, resource base awareness, and knowledge utilization skills. The training is designed to provide knowledge utilization skills that will allow linkers to assist local school districts in diagnosing problems and carrying out appropriate action plans to address these problems. This training is being provided to enhance the abilities of the trainees to serve as linkers with local school districts.

The project is working with the Title I and Community Education consultants to provide linkages to parents and other citizens. The major goal in this area is to assist community groups in the development of skills that will enable them to interact more effectively with their school systems.

LEADERSHIP

The project director holds the position of Chief of the Division of Administration. One other person actively involved in the operation of the grant is also part of the Commissioner's Cabinet. As a result, the project is in a position to have maximum impact upon both the SEA and local school districts. During the first two years of operation, the project has been able to gain credibility both within the SEA and among the local districts by providing immediate services in the areas of training and improved information flow. This has been instrumental in gaining the participation of interested client groups and SEA personnel in long range planning for improved educational programs on the local level.

CLIENTS

Because the project is working with a wide variety of resource bases within the SEA, it is in the position of responding to the needs of many client groups. Most prominent among these are (1) local school districts, (2) Regional Education Service Centers, (3) supervisory union school districts, (4) local school boards, (5) state legislators, and (6) local taxpayers.

TOTAL CONFIGURATION

The project staff feels that an effective dissemination system must accept the responsibility for the way the information is used by clients. For this reason, the linkage component of the project is given prominent attention. The project's focus is on influencing the impact of information and in developing both client and linker skills.

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NEW JERSEY
DISSEMINATION UNIT
1978 Abstract

CONTEXT

New Jersey is one of the smallest states in area but is ninth largest in population, making it the most densely populated of the states, with 28 urban communities. About 550 operating LEAs contain 2,725 schools and nearly 1,550,000 students. The state is divided into four regions, each containing an Education Improvement Center (EIC) reflecting the social and demographic characteristics and interests of that region.

Three major tasks of the state's dissemination capacity building effort are (1) implementing procedures for coordinating the critical dissemination activities of the SEA, (2) developing a knowledge resource base and devising procedures for maximum client access, and (3) identifying service-related needs as the basis for the dissemination activities. Project personnel are actively tying their efforts to the assessment process involved with the mandated requirement to provide "thorough and efficient" (T and E) education to all students in New Jersey's public schools.

INFORMATION RESOURCES

The primary objectives of project personnel in this area are to locate knowledge bases in the state and develop access to them; therefore, developing new resources is currently of lesser importance than coordinating existing ones. However, files of human resources and validated programs are being developed. Computer access (DIALOG) varies by region; for example, EIC-Northwest has its own terminal and EIC-Central refers clients to Rutgers University. Most in-house resources are located within the individual EICs; planning for networking these resources is underway. The EICs are the primary resource and service vehicles for dissemination. Current and future activities include the keying of optional curriculum resources to identified client needs.

LINKAGE

Most linkage activities emanate from the EICs. The project director stated that four SEA personnel also serve as part-time technical assistance linkers. Although quasi-independent, twenty-five full-time linkers in the EICs include nine process consultants, four dissemination consultants, three trainers/developers, four clearinghouse personnel, four NDN clearinghouse staff, and four NDN regional facilitators. Major linkage activities include broadcast and targeted communications from the EICs; coordination and provision of conferences, workshops, credit-bearing courses and other training; assisting in the T and E assessment process and the resulting effort to reduce "discrepancies;" referral of information requests; and

provision of information. Others involved in part-time linkage activities include approximately 15 in the EICs and up to 125 in the 21 county offices of education; the former are involved with provision of training and the latter are especially concerned with meeting LEA discrepancy-based program needs.

LEADERSHIP

The SCB effort was recently relocated organizationally to the Department's Curriculum Branch. This unit has primary responsibility for all state level school curriculum issues, including the development of a state-wide basic skills improvement plan. The Project Director is the Deputy Assistant Commissioner heading this newly reorganized unit. The SCB dissemination effort is closely tied to the state-mandated T and E major change process. One staff member is involved in evaluation attempts at identifying specific problems and needs for improved targeting of dissemination efforts. The Dissemination Manager heads the Bureau of Program Dissemination and Services and works closely with the regional EICs and the county offices.

CLIENTS

Dissemination activities in New Jersey focus on two different levels of clients. The T and E mandate requires providing a great deal of technical assistance to LEAs to help them undertake local needs assessments and then develop means to eliminate local discrepancies. These efforts are complemented by the EIC focus on providing technical assistance to practitioners to meet needs that cannot be met at the LEA or county level. Most of this practitioner-level technical assistance takes the form of "process helping" and training rather than the provision of information.

TOTAL CONFIGURATION

Three characteristics help make New Jersey's dissemination effort unique. The first is that the T and E mandate has forced virtually the entire public education enterprise to adopt an assessment-based, change-oriented posture. The second is that the dual organizational base of the project ties the SCB effort into both the T and E assessment process and the provision of technical assistance to meet assessed needs. The third is that the EIC focus on practitioners provides a vehicle for two-way communications of needs and ideas.

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NEW YORK

EDUCATIONAL PROGRAMS AND STUDIES INFORMATION SERVICE (EPSIS)

1978 Abstract

CONTEXT

The New York state educational system is one of the largest and most complex of all the state systems and has a unique organizational structure. All public and private education facilities, elementary through higher education, including the state's libraries and museums, are organized under one entity, the University of the State of New York. The system is governed by a Board of Regents appointed with legislative approval and a Commissioner of Education and President of the University of the State of New York, appointed by the Board of Regents.

The public education system includes 750 local school districts, most of which are organized into 44 regional configurations called Boards of Cooperative Educational Services (BOCES). There are also 5 large urban school districts in the state. BOCES were established by state law and operate primarily as intermediate service units for their constituent school districts. This broad organizational structure serves 4.5 million elementary-through-secondary students and over 300,000 teaching and administrative staff at the local school district level. The New York State dissemination capacity building project is located in the SEA's Office of Elementary, Secondary and Continuing Education, in the Educational Programs and Studies Information Services (EPSIS) Unit.

INFORMATION RESOURCES

The mission of EPSIS is to develop and access a comprehensive resource base for the use of New York State educators, and the thrust of NIE monies is in this area as well. The EPSIS office is viewed as a major dissemination unit for the SEA.

The major data base used by EPSIS to respond to client requests is ERIC; however, during 1978 the data base was expanded by several additional specialized files: NICSEM/NIMIS, Psychological Abstracts, Exceptional Child Education Resources; and other files are accessed as needed in response to client requests. Currently, computer access to these files is obtained under contract with a commercial vendor in the state.

NIE funds are being used to develop two major information resources which are New York specific: the New York State Programs and Practices File and the New York State Teacher-Developed Curriculum Materials File. Both are computerized and ERIC-compatible, and are being used to respond more completely to client requests, as well as to provide certain management information to program offices within the agency. Several smaller files dealing with testing materials, funding sources, and education legislation have been loaded and their utility is presently being assessed.

Currently, more than 4,000 New York-specific program descriptions are on-line covering the following major program funding areas; ESEA Title I, Pupils with Special Educational Needs (PSEN), ESEA Title IV-B and IV-C; EHA Title VI-B; P.L. 89-313, and P.L. 94-142. ESEA IV-C minigrants, Bilingual Education, Vocational Education Act, Career Education, Gifted and Talented, Food and Nutrition, and Community Education program data will be added in 1979.

LINKAGE

To broaden access to EPSIS information resources and services, the project works through "EPSIS liaisons" or field representatives located primarily in BOCES and the Big Five city school districts. There are also several liaisons in colleges and universities throughout the state who serve special populations through arrangement with EPSIS. Though in past years the EPSIS liaisons have served in varying capacities in the BOCES, in 1978 EPSIS began to coordinate the functions of its liaisons with those of the Title IV-C, Optional Education Program (OEP) liaisons. To date, twelve of the approximately fifty liaisons have dual EPSIS-OEP IV-C responsibilities, and several others are full-time information providers in their BOCES.

An EPSIS priority in 1978 was to provide training/retraining for liaisons; and EPSIS also began experimenting with "remote access" sites to bring on-line searching closer to the client base. Currently, three locations have on-site search capabilities, with several more to be added early in 1979. The cost-effectiveness of this remote-access approach, and the level of service provided, are evaluated on an ongoing basis.

LEADERSHIP

A new coordinator for EPSIS who is also co-director of the capacity building project were hired in January 1978. The Director of the Division of Research continues in the role of project co-director. The dual directorship offers increased management support for institutionalizing grant activities in the SEA; the Coordinator works actively with existing program units to support new services and coordinate existing ones. An "SEA Leadership Involvement Chart" is used to measure the achievement of leadership objectives relative to institutionalizing EPSIS services within other SEA program units. Using defined levels of "buying in" to EPSIS services allows EPSIS to measure the number of units using and supporting development of EPSIS services, as well as the level of use and commitment.

EPSIS service use in the field is also measured across a number of variables, including client demographic data, nature of the request, data bases searched, and client's perception of the utility of the information service. In 1979 EPSIS will also begin using several NTS-developed evaluation instruments.

CLIENTS

EPSIS clients are primarily teacher-educators and administrators throughout the state, at the elementary, secondary, and post-secondary levels. The volume of requests for searches has risen 80% in 1978, while requests for microfiche and hard copy documents have risen around 10%. As more remote access locations are installed, it is anticipated that EPSIS staff will devote more time to packaging and synthesizing information and, although client numbers increase, staff will be able to serve them better.

TOTAL CONFIGURATION

1978 has been a year of change and challenge for the Educational Programs and Studies Information Service. While the unit receives only a small percentage of the total SEA budget, it is slowly becoming an integral part of many program units' plans for dissemination in 1979 and beyond. Several program units have begun to establish budgets in support of EPSIS services, and EPSIS has been asked to become the "statewide clearinghouse" for several federal programs.

Although the SEA does not yet have a comprehensive and coordinated agencywide dissemination program at this time, EPSIS is now encouraging an agency move in that direction.

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OKLAHOMA

SOONER EXCHANGE FOR EDUCATIONAL KNOWLEDGE PROJECT SEEK

1978 Abstract

CONTEXT

Oklahoma is near the middle (27th) in population ranking. The 623 school districts contain 1,771 elementary and secondary schools with over 548,000 students. Only 11 of the 77 counties have more than 10,000 students. There are 20 Regional Educational Service Centers (RESCs) which provide special education services to school districts; five of these centers recently have become a part of the Oklahoma SEA to broaden their scope of services. The State Superintendent of Public Instruction is an elected office. The State Board of Education is appointed by the governor and is confirmed by the legislature.

Project SEEK (Sooner Exchange for Educational Knowledge) is attempting to develop an effective state dissemination effort involving a knowledge resource base, a retrieval system, and linkers by coordinating and extending existing functions. Cooperation in this effort was encouraged by involving the managers of many of these functions during the special purpose grant planning phase as members of in-house and interagency advisory councils.

INFORMATION RESOURCES

The SEA previously had a very incomplete, fragmented knowledge resource base. Project SEEK has an in-house terminal connection with the ORBIT system available through System Development Corporation. Other resources include a partial ERIC microfiche collection; special education materials through NICSEM/NIMIS; collections within the state library; and a growing collection of SEA produced materials. Project SEEK is working closely with the Research and Development Exchange (RDx) located at the Southwest Education Development Laboratory (SEDL) to develop human resources and fugitive document files. Current plans call for developing a file of exemplary programs and generating prepared ERIC searches in "hot topic" areas.

LINKAGE

Forty-two linkers were identified and trained during Project SEEK's first two quarters in its initial year. Non-paid, part-time, SEA linkers include twenty content specialists and fifteen area supervisors primarily involved in regulatory activities. Four Project SEEK staff are classified as full-time linkers, and one linker has been trained in each of the three pilot RESCs. A five-month delay in the grant award, followed by the summer break, delayed the making of extensive linkage contacts at the local level.

Plans for linkage expansion focus on using Project SEEK staff and the pilot RESC linkers to train local linkers.

Although most linkers serve primarily to transmit requests to the resource base, the content specialists often deliver the information packets and are encouraged to assist clients in understanding and using the provided information in appropriate situations.

The primary linkage objectives include: developing "dissemination activities through region and district linkages to the knowledge resource bases, and improvements emerging from R&D;" and training "subject specialists as linkers in person-to-person service, to facilitate teacher use of the system and the knowledge contained therein."

LEADERSHIP

Project SEEK is placed at a high level in SEA. The half-time project director is the Director of the Communications Dissemination Section and reports directly to the Associate Deputy State Superintendent. Coordination of existing resources is a primary objective of the project; reciprocal agreements between agency heads and reorganization efforts led by elected officials are the primary vehicles used for this effort. Among the incentives utilized by the project to promote usage are: awareness sessions to motivate potential users; encouraging the use of dissemination resources in accreditation and federal program application procedures; and recognizing and certifying linkers following training. Evaluation of project impact is based on the state's accountability system "in which problem solving and program development follow a systematic progress from needs assessment to objective format." Project objectives have been set in a four year plan; deviations from this plan in the project's first two quarters have involved a more rapid expansion of services than anticipated in most areas.

CLIENTS

Information services are provided free to any Oklahoma educator. Although linkers have been trained at the SEA and in three of the twenty RESCs, awareness activities have been conducted statewide. Educational television, workshops and conferences are important awareness activities. Currently-served clients include SEA, RESC, and LEA personnel, and teachers and administrators at the building level. Planned future clients include students in the Oklahoma public schools. No data are available on the distributions of requests or types of requestors.

TOTAL CONFIGURATION

Project SEEK, in its attempts to spread knowledge of new practices, products and processes, utilizes SEA and RESC personnel as information linkers. The information resource base now includes the computerized data bases available on ORBIT and in-house resources. Sharing of information

through the RDx by states in the Southwest will provide an extensive human resources and practices data base. Project SEEK has a high degree of visibility within the SEA due, in large measure, to the level of the project director within the agency.

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OREGON
STATE CAPACITY BUILDING PROJECT

1978 Abstract

CONTEXT

Ranking 10th in geographic size and 30th in population, Oregon presents considerable urban and rural differences among its 330 school districts and 1,285 public schools. A public school enrollment of 461,000 is served by some 29,268 public school professionals. There are 29 Education Service Districts (ESDs) and 6 county units serving the 36 counties of Oregon, which each involve two to thirty persons and may contain specialists and special materials. Each ESD is a service center providing information and often certain products to school districts within its jurisdiction. The ESDs are supported almost wholly by LEA funds. A pilot effort at developing a two-way communication network for disseminating educational information is being planned and implemented in selected ESDs and LEAs. Initially, major expenditures were for training personnel to increase two-way communication and improving linkage to resources in the pilot areas. The initial focus of the project was on the problem of "minimum standards" and goal-based planning, as well as a more general commitment to dissemination. The latter area comprises the current focus.

INFORMATION RESOURCES

Oregon identifies a number of information centers as elements in its capacity building project. The Project Coordination Center is at the SEA in Salem. A list of essential resource elements reveals that in addition to the SEA central resource base there are other sources both inside and outside the state. These sources are in the project's plans for resource acquisition or accession. The various centers are Northwest Regional Educational Laboratory, ERIC Clearinghouse, Oregon State Library in Salem, higher education institutions, and the state's 29 ESDs. DIALOG is the project's main comprehensive outside resource for ERIC and other files. The ERIC microfiche collection is housed within the Oregon SEA, and this resource can be used when a DIALOG search discovers an appropriate reference. Central to the strategy for resource development is increasing the number of coordination centers, which generally serve linkers within a given region. These are limited information centers containing a person with linkage and retrieval skills, some resources and a direct line to the project's office at the SEA.

LINKAGE

The project's strategy for linkage is to build on expertise acquired in the previous pilot effort and concentrate on orientation and training of part-time linkers in the targeted areas. A full-time, but not NIE-funded,

project person is a combination retrieval specialist and field agent. This person is a major resource for the training of other linkers. Approximately 50 linkers now are identified throughout Oregon. These persons work directly through the regional resource centers, where either manual searches are conducted or where requests are passed on to the SEA. Current plans call next for the training of additional linkers. Special DIALOG searches will be conducted by center project staff at the SEA. Also to be accounted for within the project's purview for linkage are linkers at the Jackson County ESD and the Portland School District, since each of these organizations has an independent contract with SMERC that requires identification and SMERC training of linkers. As the project looks beyond immediate plans for enhancement of a statewide network, the latter types of functionaries will also be parts of that organization.

LEADERSHIP

The project is located in a unit called "Center for Program Coordination" under the Instructional Services Division of the SEA. The half-time SCBP project director is also the Coordinator of Instructional Technology and ESEA Title IV within the Center. The Oregon project is paying considerable attention to problems of institutionalization. Staff members strive to assure follow-through for and continuity in its current dissemination thrust. The project benefits greatly from the previous experience with a pilot dissemination effort. Involvement in the NDLP has also given the project credibility in the Oregon SEA. The head of the Instructional Services Division has become a strong supporter of dissemination and, presently, is an advocate for the project with the state superintendent. Within the Instructional Services Division, the career and vocational education group is a major user of the project's services. This has caused the need for a full-time person housed at the central resource center to manage a special collection of career and vocational education materials. One additional person serves in the Center as a full-time linker/trainer for the SEA. The project envisions that it will have "developed capacity" when it has coordinated as broad a resource base as possible and a two-way communication network in which educational processes and methods for better resource use and improved education will be institutionalized.

CLIENTS

Clients of the project are defined, basically, as "those who make requests for resources or a targeted education group with identified information needs." Major user groups include SEA personnel, teachers, and LEA administrators. A general rule is followed that a requestor from an LEA works through a regional coordinator or through an SEA specialist in order to be served directly by the Center. Identification and training will create other linkers at the ESD, LEA, and building levels, who will receive assistance for DIALOG searches from core project staff.

TOTAL CONFIGURATION

The project is a reflection of past experiences with dissemination in Oregon. It builds upon the experience of its director and the key resource specialist and field agent in the pilot effort, as well as the credibility and support at high SEA levels engendered by previous participation. Its strategy of concentrating on special target areas and building support around a pressing problem to reinforce its influence through specific accomplishments is also a product of past experience. The key word in the project is institutionalization, whereby continuity and future follow-through of the present project effort are assured.

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RHODE ISLAND
DISSEMINATION SERVICES UNIT

1978 Abstract

CONTEXT

Rhode Island, the smallest state geographically, ranks 39th in population. Almost half of the state's approximately 950,000 residents, as revealed in a 1970 census, are clustered in six cities. Providence contains 180,000 persons and Woonsocket, the smallest of these six cities, contains 47,000. However, the state contains numerous small towns, and school districts vary greatly in size. Ethnic and language diversity also characterize Rhode Island. A total enrollment of 172,000 is distributed among 40 school districts and 375 public schools. The capacity building project in Rhode Island has antecedents in a previous state effort in dissemination and a previous NIE grant, which initially funded an Education Information Services (EIS) Center. The linkage component, following the extension agent model, was established prior to the present capacity building grant. The capacity building project is located within the Dissemination Services Unit of the Bureau of Technical Assistance.

INFORMATION RESOURCES

The Education Information Services Center at the SEA is the major information center for the project. Additional information resources at institutions of higher education in Rhode Island and the ERIC Clearinghouses outside the state are also identified as major resources. The EIS uses the DIALOG system for access to computerized data bases. Resources within the EIS include the fugitive document files, program abstract files (with emphasis on state and region), a collection of 80 educational journals, collections of legal information, microfiche readers which are available for borrowing, and an extensive collection of audio-visual equipment. The project is in the process of identifying and describing other information bases available to students, especially those funded by vocational and special education funds. Materials at the EIS, in combination with DIALOG, are used most frequently in answering requests; a major effort is going into further development of these materials.

LINKAGE

The project has followed a traditional "field extension agent" model for linkage. An earlier pilot linkage effort, creating roles for program development consultants working out of the SEA's Bureau of Technical Assistance, has eventuated in nine bureau linkers being assigned full-time to groups of LEAs. These linkers serve throughout the entire state. They are not funded by the project. The program development consultant role includes leadership, advocacy, and service. Leadership is revealed in such

functions as helping LEAs and their personnel to know their needs and identify major problems. Advocacy is seen in such activities as helping LEAs to write grant proposals and making the case for such proposals at the SEA. Services include negotiation and interpretation of requests for information processed through the EIS. The Rhode Island project, is, however, in the process of expanding its concept of linkage beyond the extension agent model and is attempting to facilitate communication of many key functionalities with their constituencies. The categorical program personnel at the SEA are seen as "nonclassic-model linkers," and the project is attempting to assist them to communicate better with their constituents. A first effort in this regard is the preparation of materials by the project for targeted communication by SEA program personnel with their constituents. Linkage with the EIS and its information resources and services will still, however, go primarily through the nine assigned full-time field agents.

LEADERSHIP

The Rhode Island SEA consists of a Division of Development and Operations and a Division of Organization and Management. The Bureau of Technical Assistance, under the Division of Development and Operations, is the base for the capacity building project. A Dissemination Services Unit (DSU) has been created, the DSU coordinator is director of the capacity building project. The Dissemination Services Unit is one of five within the Bureau of Technical Assistance. One of the other units in this bureau is the Program Development Unit, which administers the services of the nine field agent linkers. The major linkers are not a part of the DSU; however, close coordination between the units is maintained and the Education Information Services (EIS) function is within the DSU. A Departmental task force (Dissemination Advisory Group or DAG) of 16 individuals, chaired by the DSU coordinator, has been formed to guide the development of new dissemination strategies and plan the coordination of existing activities and resources. Greatly increased coordination of dissemination efforts among the 200 SEA staff persons is a major goal of the project. The leadership of the project, capitalizing on a pioneering experience of the Rhode Island SEA with dissemination, is in position to play a central role in future coordination of dissemination.

CLIENTS

The project serves all practicing educators in Rhode Island. Priority is placed on those requests related to local planning, development, and assessment. However, an effort is made to serve all levels, and an impact survey will look at a sample of clients deliberately constituted as one-half teachers and one-half administrators. Data from 1977-78 showed that 57% of all requests came through the program development consultants (the nine extension agent linkers), and the remaining 43% came through staff of the EIS. However, the project attempts to work through and, thus, reinforce the established linkage system. When clients contact the EIS by phone, an attempt is made to put them in touch with the consultant assigned to their area.

The SEA itself is also a client of the project. SEA staff can request a variety of "communication" services from the Dissemination Services Unit. Such services include design assistance, editorial services, and conferencing assistance. Priorities for these activities are presently determined by the three Deputy Assistant Commissioners who respectively head the Bureau of Technical Assistance, Bureau of Grants and Regulations, and Bureau of Vocational Education.

TOTAL CONFIGURATION

The Rhode Island project reflects distinctive features of state size and population accessibility, which facilitate reaching all LEAs with information services through centrally-based program development consultants. The project also reflects a previous history and accumulated experience in dissemination built upon a pilot effort in linkage, which both borrowed from and contributed to the "extension agent model." A previous NIE grant, under which an Educational Information Services function was developed, was critical to the evaluation of the project. The Rhode Island project has detailed its goals and objectives planned for a full five-year time span. The state has also done well in making preparations for evaluation of progress in achieving objectives.

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SOUTH CAROLINA
EDUCATION PRODUCTS CENTER (EPC)
1978 Abstract

CONTEXT

Compared to other states, South Carolina is relatively small, ranking fortieth in size and twenty-sixth in population. The state's population is almost evenly distributed between rural and urban areas. To serve its 618,281 students, the SEA is headed by an elected superintendent. The SEA's mission is the continuous upgrading of public education. South Carolina has 92 local school districts and 1,165 public schools. South Carolina neither has, nor plans to develop, intermediate units for the provision of educational dissemination services. The state's small size and its centrally located capital are two reasons given for utilizing direct SEA-to-local-district contacts in the capacity building project. The NIE Project is located within the Education Products Center (EPC), one of nineteen offices within the SEA.

INFORMATION RESOURCES

Computer searches are available through QUERY or DIALOG. The QUERY program provides a batch search of the ERIC and AIM/ARM files. The automated retrieval system features the only computer capability of its kind in South Carolina. EPC also uses the monthly indexes of ERIC in responding to information requests. Microfiche and journal articles are provided upon request.

The majority of written materials available through EPC emphasize program and practice information. Share is South Carolina's booklet of promising practices; Annotated Listing is a master list of specific products and publications available through the SEA; Catalyst is a state-of-the-art report which provides practical alternative approaches to current educational problems; "Current Issues" Packages (CIPs) are annotated bibliographies of relevant information on a particular timely topic. Several documents provide directory and statistical information. Recently, EPC stated that it is not channeling current efforts toward building additional resources; rather the major focus is on expanding client interest in use and revitalizing awareness of available resources.

LINKAGE

Linkage channels include personalized linkers at the state and local levels, state and regional workshops, and mass media (instructional television and educational television). The framework established by the Pilot State Program has been expanded. The approach determined by South Carolina's project director is to establish and expand linkages by tying into existing structures. South Carolina has developed and operationalized

two types of personal linkage agents, both of which create client awareness: (1) SEA-based linkage agents, and (2) local district EPC representatives. The SEA-based linkage agents are paid through project funds and have both statewide and department-wide linkage functions. The linkage agent is also on call by the local district representatives. Presently, there are 114 part-time personnel serving as local EPC representatives. Unlike the SEA-based linkage agents, they are not paid for their linkage services; rather each EPC representative is paid according to whatever his or her local position happens to be.

LEADERSHIP

As director of one of the nineteen offices within the EPC, the capacity building project director has formal ties with the other eighteen SEA office directors. Department-wide coordination of dissemination activities is a major concern, and South Carolina's project director is focusing his efforts and his expertise toward this goal. At present, EPC is working on coordination with the Facilitator program which operates in the Office of Federal Programs. Informal needs sensing is used in selecting Catalyst topics, but formal needs sensing and evaluation activities are limited.

CLIENTS

EPC serves five types of audiences: (1) school district personnel, (2) SEA personnel, (3) college and university administrative and teaching staffs, (4) education-related agencies, and organizations and (5) students from the various schools of education. Major EPC efforts have been directed at decision-makers in the first audience. In the project's first year, EPC focused on five pilot districts; in the second year, the efforts were expanded to include a target region surrounding these districts; in the third year, the efforts have been expanded even more to include five additional target districts. South Carolina's attempt to reach nonusers is reflected in the selection of the additional target districts which had previously not been users of EPC services. In-depth linkage is provided to the target region, but EPC services are available to all state educators.

TOTAL CONFIGURATION

The emphasis of the South Carolina project seems to be upon improving existing current dissemination channels rather than establishing entirely new ones. The plan is eventually to provide the entire state with the in-depth services now available in the target regions. Major efforts are also underway to build a better path to services by mapping out more structured communication channels within the SEA. The project's long-range goal is a departmentwide and statewide communications network, which will support the state's mission--to continuously upgrade education.

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TEXAS

COORDINATING INFORMATION FOR TEXAS EDUCATORS: CITE

1978 Abstract

CONTEXT

Texas is the second largest state in the nation and ranks third in population size. The state elementary and secondary education system include 1,113 school districts in 20 regions served by education service centers (ESCs). The ESCs operate as legal, local education agencies and are supported by a combination of local, state, and federal monies. ESCs have no regulatory responsibilities, operating in a service capacity to all districts within their area. The state organizational structure for education serves approximately 219 million students and 168,000 professional personnel. The capacity building project, Coordinating Information for Texas Educators (CITE), is located within one of four units in the Division of Dissemination and Publications in the Texas Education Agency. Dissemination operates primarily as a staff function to the appointed Commissioner and is viewed as an agencywide operation.

INFORMATION RESOURCES

A major objective of Project CITE is to expand the quantity and scope of the information resources available to educators. CITE resources are housed in a separate information center, which is still a part of the SEA. CITE resources are accessed through both DIALOG and ORBIT. A Texas program/practices file has been developed and contains over 500 descriptions of promising or exemplary programs. The programs are identified through such sources as the Demonstration Schools Network, ESEA Title IV-C, and the National Diffusion Network. Fugitive materials collected from both state and national sources are being organized into another special file. Both files are organized so as to be accessed through procedures similar to those for searching the ERIC file. The center also prepares a limited number of special information packages, when sensing information signals that a high demand for specific information exists. Statistical and management information is also available through the CITE resource center. Since the center serves as a repository for all SEA publications, it serves as a one-step center for almost any education-related request from any educator in the state.

LINKAGE

A variety of mechanisms for two-way communication with practitioners is employed. Many of these, such as the communications network and bi-monthly newsletter, have been in existence for several years and are an institutionalized part of the Division of Dissemination and Publications. CITE works with a personalized linkage system of consultants/facilitators employed in the 20 ESCs. The philosophy of the project director is that

anyone working in a technical assistance role with local practitioners is a potential linker. Twenty representatives serve as field contact persons for the project. CITE provides orientation and awareness materials so that ESC consultants can make local educators aware of the service. Awareness/orientation activities are monitored by CITE staff in order to plot the progress toward creating 100 percent awareness of CITE services throughout the state.

LEADERSHIP

Coordination is the major thrust of leadership activities in CITE. The project director for CITE promotes the integration and institutionalization of CITE services by participating on the Executive Planning Committee, a middle management group, and on the Commissioner's Coordinating Council (CCC), the policy level management group in the SEA composed of Deputy and Associate Commissioners. The director of the Division of Dissemination and Publications is only one of two division directors in the agency to sit on the CCC; an indication of the importance given dissemination as an agency-wide function. Both the project director and the project coordinator meet monthly with the Directors of the 20 ESCs. Coordination with agencies external to the SEA, including institutions of higher education, is being undertaken. Briefings on Project CITE have been held with such offices as the Department of Community Affairs, the University of Texas Education Research and Development Center, and the Southwest Educational Development Laboratory. CITE is using the R&D Center's Concerns Based Adoption Model as part of the conceptual underpinning for the broad dissemination effort.

CLIENTS

Approximately 67% of information requests come from elementary and secondary school personnel; of this group, 28% of the requests are from teachers. About 15% are submitted by ESC personnel; and the remainder are from SEA staff and other miscellaneous audiences, including faculty at teacher education institutions. Information services are provided to ESCs through a multilevel subscription service contract with the CITE Resource Center. CITE has identified four types of clients: (1) awareness session participants, (2) requestors of information packets, (3) visitors to demonstration schools, and (4) educators trained through the Diffusion Network.

TOTAL CONFIGURATION

The Texas SEA has one of the most comprehensive dissemination programs in the country. A host of factors appears to have contributed to this accomplishment, not the least of which seems to be the establishment of a Division of Dissemination and Publications. This organizational change came at a time when dissemination was a newly developing function in the SEAs. As the function grew in importance, the Division grew also, serving as a coordinating mechanism for the many communication activities required of an agency moving into a stronger leadership and service role with respect to local school districts. A combination of top-down and bottom-up

approaches appears to have resulted in the present view of dissemination as a major SEA function. The accomplishments of this SEA's dissemination efforts indicate that the development of a comprehensive system is possible, even in a large, complex agency.

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UTAH

CAPACITY BUILDING DISSEMINATION PROGRAM

1978 Abstract

CONTEXT

The purpose of the Utah Capacity Building Dissemination Program is to serve the information needs of educators in Utah and coordinate all dissemination activities of the SEA in an efficient way. Utah has 40 school districts whose enrollments range from a high of 60,000 to a low of 200. Eleven of the 40 districts have less than 1,000 students, 12 fall in the 1,000-5,000, 20 in the 5,000-10,000, and 7 in the above 10,000 categories. Twenty-six of the small rural districts are served by four Regional Service Centers. These centers were created by the legislature, but are governed by the member LEAs. They are not intermediate agencies of the SEA. There are two state universities, two four-year state colleges, and three two-year state colleges. In addition, there is one large private university and one small private college. There are also two technical colleges and seven area vocational centers.

The Utah State Board of Education is organized into three offices, nine divisions, and three units. The Board is elected by the people. The superintendent is appointed by the Board and serves as chief executive officer for the Board at the Board's pleasure. Seven of the nine divisions have direct interaction with LEA personnel. All divisions feel a responsibility to disseminate in a variety of ways: written communications, personal interaction, workshops and conferences. Many formal dissemination entities exist which operate quite independently.

INFORMATION RESOURCES

The current Utah SEA dissemination program can be described as an impressive collection of uncoordinated but potentially powerful resources and services. The Division of Technical Assistance maintains a human resource file. The Division of Curriculum houses the SEA's curriculum media center. The Division of Vocational and Adult Education represents Utah in the National Vocational Curriculum Resource Network which is comprised of ten states, and is organized to act as a curriculum switchboard for vocational educators. The Adult Education Section of the agency is a subscriber to the services of the National Multi-Media Center for Adult Education; this center identifies Adult Education curriculum materials, practices and categories, assigns descriptors to each item so processed, and prepares index cards for each. The Public Information Unit is responsible for news releases. The Staff Development and Teacher Certification Section collects data from districts and advertises monthly job openings. It also publishes monthly a list of people (with their qualifications) who are seeking employment in education. The Special Education Section administers the Utah Learning Resource Center, which collects every conceivable type of learning material for use with the handicapped child. The challenge is to coordinate and mobilize these resources in such a way as to make their use by problem-solving LEAs easy and effective.

LINKAGE

Linkers for the project are identified as those SEA administrators, coordinators, and specialists who work in an assistance role with local educators. During the first year of the project 68 SEA personnel received linker training. Eighteen LEA linkers, representing all of Utah's 40 districts, have been identified and have begun semi-monthly training sessions. In addition, there are 70 school-based personnel who serve as linkers to the retrieval specialists and assist in processing search requests of the DIALOG system. One hundred LEA personnel (50 LEA superintendents and 50 community education directors) have gone through formal linker training sponsored jointly by the project and the Office of Community Education.

LEADERSHIP

The project director reports directly to the three associate superintendents. Coordination of dissemination activities is accomplished at that level. In addition, the project director is also the National Diffusion Network State Facilitator and the Coordinator of ESEA Title IV. The SEA administrative and planning council--comprised of the three associate superintendents, the nine division administrators, the three administrative assistants, and the two assistants to the superintendent--act as the SEA Dissemination Committee.

CLIENTS

The project serves all Utah educators. The breakdown of educators using the service is approximately fifty percent local school building personnel (teachers, principals, media specialists); fifteen percent district office personnel (superintendents, curriculum specialists, research personnel); ten percent SEA staff; fifteen percent institutions of higher education personnel; and ten percent miscellaneous (other state agencies, private schools).

TOTAL CONFIGURATION

The project's major objectives are fivefold: (1) to formalize procedures which maximize the dissemination capabilities of the SEA; (2) to coordinate all SEA-related program information; (3) to make accessible to users all information and services of the SEA; (4) to relate services to SEA areas of special emphasis; and (5) to develop a working partnership between LEAs and the SEA.

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VIRGIN ISLANDS

VIRGIN ISLANDS EDUCATIONAL DISSEMINATION SYSTEM (VIEDS)

1978 Abstract

CONTEXT

Because of the geography of the U.S. Virgin Islands and their great distance from the mainland (1,200 miles to Miami and 1,400 miles to New York City), the islands are faced with certain disadvantages and problems in terms of dissemination. The U.S. Virgin Islands consist primarily of St. Thomas (32 sq. miles), St. Croix (81 sq. miles) and St. John (20 sq. miles). St. Thomas and St. John are separated by a rather narrow body of water which can be traversed by ferry in about twenty minutes. St. Thomas and St. Croix, however, are separated by 40 miles of water and the primary means of transportation is by small plane. The Virgin Islands are divided into two island districts: St. Thomas and St. John comprise one district; St. Croix is the other. The majority of schools are located on St. Thomas and St. Croix with only two located on St. John. The functions of both SEA and LEA are performed by the Department of Education. The Virgin Islands Educational Dissemination System (VIEDS) proposes to develop a coordinated and integrated dissemination system involving the Virgin Islands Department of Education, the College of the Virgin Islands, the Caribbean Research Institute, the Bureau of Museums and Libraries, and the educational television station.

In some respects the student population resembles that found in many large cities of the U.S. mainland in that it is multicultural and multi-ethnic with black West Indians (about 85% of the population) speaking a creole vernacular English dialect; Puerto Ricans, mostly on St. Croix, speaking Spanish; and the French community on St. Thomas, speaking French. Presently, many students come from low income families, have had little experience in the American educational system, and are achieving at very low levels. The economic boom of the 1960's and a Federal District Court ruling of 1970 resulted in a doubling of the student population between 1966 and 1976 (now over 32,000 pupils) placing a tremendous strain on both physical facilities and school personnel. Many teachers must be imported from the mainland each year and often these are persons with little or no teaching experience. In order to function effectively, each of these groups needs quite different types of information and skill development.

INFORMATION RESOURCES

VIEDS has contracted with San Mateo Educational Resource Center (SMERC) to supply in-depth bibliographic searches including computer searches of ERIC and SMERC files, photocopied articles from current periodicals, and selected microfiche documents judged particularly relevant from bibliographies. SMERC on-site training was given in late autumn.

Materials on the establishment of a human resource file have been collected from those states that have done outstanding work in this area; the design of a local file based on other states' materials and local conditions also has begun.

LINKAGE

VIEDS employs two full-time generalists as linkage agents. These two generalists possess "a host of human relations and information skills" and "spend the great majority of their time in the field." Each linker serves one of the two island districts. An information specialist will be located on St. Thomas to serve both linkers.

LEADERSHIP

The original project director resigned shortly after the project started. Since then the project has attempted, unsuccessfully, to identify a qualified person to assume these responsibilities. In the meantime, the position of dissemination coordinator for both the Facilitator Project and the Dissemination Project was created. The previous director of the Pilot State Study also has assumed some responsibilities for directing the project while serving as project consultant. The special assistant to the Commissioner has assumed additional administrative responsibilities. Searches for a project director, information specialist, and secretary continue.

The project utilized a department wide task force to guide the development of VIEDS. An operational plan for facilitating integration between the dissemination function and other SEA programs will be prepared during the project's first operational year. An advisory council was formed with members representing the College of the Virgin Islands, the Bureau of Museums and Libraries, the Caribbean Research Institute, and the educational television channel. It will be reactivated when a new project director is hired.

A Systems Assessment Survey (SAS) to measure needs has been drafted and is being piloted in the Virgin Islands. A short questionnaire, to be administered to all professional educators, is designed to identify resources (special projects' personnel, exemplary practices and human resources including potential VIEDS participants and internal linkers in schools), awareness (includes knowledge of the dissemination project, its educational services, and educational R&D); and behaviors (includes baseline and post-intervention behaviors regarding utilization of information). A longer questionnaire has been administered to a 10% sample of educational personnel to obtain more in-depth baseline data and collect needs assessment information: identification of problem areas by classroom, building and district levels; measurement of perceived problem causes; and, identification of perceived leverages for change.

The Systems Assessment Survey is part of the project's goal of becoming a demonstration site for the states in the documentation and evaluation of dissemination projects. Existing forms for record keeping and feedback (including NTS and the Pilot State) have been examined and plans made for their adaptation to the project.

Interviews and records have been accumulated for the purpose of documenting the progress of the project, and the project directors (original and acting replacement) have kept diaries of activities, major decisions, problems and solutions. In addition to feedback data, these materials will provide the basis for a detailed case study that might contribute to policy-making at the federal level, the operation of other state projects, and the training of linkers, managers, and resource personnel.

CLIENTS

VIEDS views all educators in the Virgin Islands as its client population. Awareness presentations have been made at meetings of the Bureau of Libraries Networking Project, to Department of Education officials at a principals' meeting on St. Croix, and in the St. Thomas/St. John district at a Special Education teachers organizational meeting. In addition, presentations have been made in every school to teachers and administrators on all three islands at the time of the survey and at a Title I conference of reading teachers. In conjunction with awareness for exemplary programs, presentations were also made at two schools in St. Thomas. The response from teachers was judged to be highly enthusiastic, with almost every teacher participating in identifying a problem for computerized search.

TOTAL CONFIGURATION

The Department, which is like an SEA and LEA combined, plans to incorporate all of its activity centers and divisions, including all federal programs into the Virgin Islands Educational Dissemination System. The Department envisions network funding from all participants to replace the original grant as it phases out. A highly flexible contingency approach will be used in this system and service will be based on need, readiness, and the local context. Each of the two island districts is served by a well-trained extension agent or linker following the model described by Sieber. The Virgin Islands Educational Dissemination System, when fully developed, may serve as a model for other islands or isolated school communities.

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WISCONSIN

WISCONSIN DISSEMINATION PROJECT (WDP)

1978 Abstract

CONTEXT

Among the states, Wisconsin is the twenty-sixth largest and ranks sixteenth in population. Three separate legal entities comprise Wisconsin's educational system: the Wisconsin Department of Public Instruction, responsible for public elementary, secondary, and special education and for public and school libraries; the Board of Vocational, Technical, and Adult Education (VTAE), responsible for vocational education at the post-secondary level; and the University of Wisconsin system, responsible for higher education. Coordination of the three entities comprising the educational system occurs at the level of the state legislature. In addition, the State Superintendent of Public Instruction sits on the boards of the other two systems. Wisconsin has 436 school districts, each of which is served by one of nineteen Cooperative Educational Service Agencies (CESAs). The CESAs are voluntary service organizations, which are viewed primarily as resources to member LEAs, rather than as intermediate agencies of the SEA.

The Wisconsin Dissemination Project (WDP) is working through the CESAs, to strengthen the skills of "natural" linkers and establish search capabilities at the intermediate level. WDP has selected four CESAs as pilot sites for the first year linkage effort. Within each pilot CESA, linking agents have been trained and search and retrieval systems have been established using capacity building funds. According to Wisconsin's five year plan, all 19 CESAs will eventually participate in a linking capacity and a total of 6-9 CESAs will serve as intermediate retrieval centers.

INFORMATION RESOURCES

Wisconsin began its information resource effort with the development in 1973 of Wisconsin Information Resource for Education (WIRE), a search and retrieval system of the ERIC data base. Searches were done by on-line computer terminal using Madison Academic Computing Center's WISE search program. The WDP office and CESA retrieval sites continue to search ERIC using the WISE program. The WDP office also searches DIALOG and Bibliographic Retrieval Services (BRS) data bases. WDP is planning to develop state files of resources which will be retrievable using the WISE program.

WDP works with the Division of Library Services and with the CESAs to encourage use of the state interlibrary loan system and referral services. The SEA includes the State Reference and Loan Library within the Division of Library Services, which has a collection of over 200,000 books, 8,000 instructional audiovisual materials and a collection of state and federal documents. The SEA library also has a complete ERIC microfiche collection and the RIE and CIJE indexes. The SEA library also has 4,900 current books in the field of education, curriculum guides, a reference collection, pamphlet file, and a collection of SEA publications. The library subscribes to about 300 educational journals and newsletters indexed by CIJE and Education Index.

LINKAGE

The Wisconsin Dissemination Project is based on the concept that using existing "natural" linkers in the SEA and CESAs is more appropriate than creating a cadre of linkers which would operate parallel to personnel who are already working with local educators. Currently these "natural" linkers have been identified as SEA subject matter specialists, process specialists, categorical program specialists, access persons, CESA support personnel, and LEA program development staff. Six linkers have been trained and are now operating within the four pilot CESAs. In addition to CESA and SEA linkers, Wisconsin is instituting a network of voluntary linkers at the district level in each of the four pilot CESAs. Nominated by the local superintendent and oriented by the WDP staff, these information linkers will form the core of a network of local linkers drawing on the resources of the CESA and the SEA.

LEADERSHIP

A major objective of WDP is to assist the coordination of dissemination activities in the state. Two primary activities are being undertaken to achieve this objective. First, a steering committee is responsible for assessing dissemination resources and making recommendations to assist coordination. Currently this committee is composed of representatives from each SEA division with dissemination responsibilities: each of the four pilot CESAs, the University of Wisconsin, and the WDP. Plans exist to expand the committee to include teachers, local school board members, and Board of Vocational, Technical and Adult Education representatives, and library division representatives. Second, a national advisory committee has the responsibility of assessing WDP's progress and making recommendations.

Institutionalization is to be achieved by increasing levels of state funds, using already institutionalized "natural" linkers, and charging back for services to participating districts. The salaries of the project director and the project manager are currently paid by the state. Evaluation activities include process, product, and impact components, though most are still largely in the planning stage.

CLIENTS

Although all Wisconsin educators are seen as eventual clients of WDP, current efforts focus on LEA teachers and administrators in the districts served by the four pilot CESAs, SEA personnel, and staff in the CESAs. It is expected that teachers and building level administrators in all participating districts will be served eventually. Special efforts have been made to involve members of minority groups and women in the services offered by WDP. In the future, districts desiring WDP services will contract with their CESAs. Requestors from non-pilot CESAs are charged \$10 per search.

TOTAL CONFIGURATION

A number of factors make WDP a unique effort among the capacity building projects. WDP relies upon voluntary, natural linkers in the CESAs, coupled with planned local district information teams. Planned or operating information resources include human resources, documents, and promising-practices files, along with computerized data bases. These resources are to be made accessible from six to nine intermediate resource centers as well as from WDP. A steering committee, a national advisory committee, and a five-year plan developed under a special purpose grant are major leadership efforts. The overall goals of the project are to overcome the lack of coordination of dissemination activities, to develop a statewide base of information resources, and to train existing personnel to deliver information in a usable form to education practitioners.

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III GLOSSARY

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GLOSSARY

- ACCESS Not an acronym. The Colorado capacity building project. The project's basic strategy is to facilitate "ACCESS" to resources.
- ADC Area Dissemination Coordinator, the specific title of three linkage agents who work with Kentucky's Unit for Dissemination, Office of Communication Services, and provide services to local school districts.
- AEL-Rx Appalachian Educational Laboratory Regional Exchange.
- AIDE Arizona Information Dissemination for Educators, the name of the Arizona capacity building project.
- AIDS Alabama Information and Development System, the Alabama capacity building project.
- AIM/ARM Abstracts of Instructional and Research Materials in Vocational and Technical Education, an abstract service with accompanying data base, which can be searched in the manner of ERIC.
- APLS Alabama Public Library System.
- A-TIP Alaskan Talent, Information, and Promising Practices, the Alaska capacity building project.
- AUM Auburn University, Montgomery campus, Alabama.
- BOCES Board of Cooperative Educational Services. New York school districts except those in the five major cities of the state, are organized into 44 regional areas, each of which is a BOCES. BOCES provide services to local education agencies.
- BOCS Board of Cooperative Services, one of 17 units created by Colorado to organize school districts geographically and to provide intermediate educational services. However, not all districts in Colorado are organized by BOCS, a notable exception being the Denver Public School Districts.
- CAP Client Assessment Package, a set of 5 machine-readable instruments developed by NTS Research Corporation to document the process of seeking and using information and assistance for educational improvement.
- CCC Commissioner's Coordinating Council, a policy-level management group in the Texas state education agency.
- CEPD Career Education Planning District. Michigan is divided into 53 CEPDs for the provision of some educational services.
- CESA Cooperative Educational Service Agency. Georgia and Wisconsin service units that help to bridge the gaps between the disparities in size of the state's local education agencies.

- CIJE Current Index to Journals in Education.
- CITE Coordinating Information for Texas Educators, the Texas capacity building project.
- DAG Dissemination Advisory Group, a joint government task force that reviewed the dissemination field and prepared policy recommendations for the Assistant Secretary of Education. DAG delineated four possible usages for dissemination: (1) spread, (2) exchange, (3) choice, and (4) implementation.
- DAIRE Delaware Application of Information and Research to Education, the Delaware capacity building project.
- D/Ds Developer/Demonstrators, agents funded by OE who have innovations that have been approved by JDRP; typically the originators of the innovation, responsible for communicating the form and substance of their innovations to interested educators through demonstrations, materials, and training.
- DIALOG Not an acronym. On-line search program developed by Lockheed Information Systems. Currently it provides access to more than 50 different bibliographic and numeric data bases.
- DOE Department of Education, frequent designation for a state education agency.
- DPI Department of Public Instruction, frequent designation for a state education agency.
- DSU Dissemination Services Unit, one of the four units within Rhode Island's Bureau of Technical Assistance. This bureau is under the Division of Development and Operations which comprises, with the Division of Organization and Management, the Rhode Island SEA.
- ECSU Educational Cooperative Service Unit, an intermediate unit comprised of local education agencies. Nine ECSUs have been formed in Minnesota, with a potential for up to eleven.
- EIC Education Information Center, title used by resource centers in Georgia, Arizona and Illinois.
- EIRS Education Information Resources Service, a unit within the Office of Information in the California SEA and the name of the state's capacity building project.
- EIS Education Information Services Center, the major information center for the capacity building project in Rhode Island.
- EPC Education Products Center, one of 19 offices within South Carolina's state education agency; location of state capacity building project.
- EPSIS Education Program and Studies Information Service, an office of the New York state education agency and location of the state capacity building project.

- ERC Educational Resources Center, the primary informational resource of the Connecticut capacity building project, located in the greater New Haven Educational Service Center.
- ERIC Education Resources Information Center, a national information dissemination service operation created by USOE in 1965 and funded since 1973 by NIE. ERIC provides ready access to reports of federally sponsored R&D and general educational R&D literature.
- ESC Education Service Center, a generic term for centers that provide educational services on a regional basis. In Connecticut there are 6 ESCs, decentralized sources of informational and programmatic aid. In Texas the 20 ESCs serve the state school districts by region.
- ESU Educational Service Units, nineteen intermediate units in Nebraska which are mandated by the state legislature but locally contracted and controlled.
- ETV Educational Television.
- FIDO Fugitive Information Data Organizer, a file of local and state education documents developed by, and accessible through, the San Mateo Educational Resources Center.
- FREE Florida Resources in Education Exchange, the Florida state capacity building project.
- FY Fiscal Year, or budgeted year, coinciding typically with an organization's annual phases of operation and reporting; the school year for example is generally July 1 to June 30. The new NIE fiscal year is October 1 to September 30.
- IDSC Information Dissemination Service Center, information resources component of Michigan state capacity building project.
- IED Intermediate Educational Districts; 32 IEDs and 4 county units acting as IEDs serve the counties of Oregon, providing information and certain products to school districts within their jurisdictions.
- IHE Institution of Higher Education.
- IMC Instructional Materials Center, a unit that provides instructional materials for special education in Arizona.
- IPOD Interstate Project on Dissemination, a group of professional educators with special responsibilities and skills in dissemination. Representing a number of state education agencies, IPOD studies the problems related to dissemination of educational products, practices, and information. Participating states included Kentucky, Montana, New Jersey, North Carolina, Oregon, Rhode Island, and Texas.

IPOD Report	<u>Report and Recommendations: Interstate Project on Dissemination</u> describes the study conducted by IPOD, discusses the findings, outlines a framework for planning in dissemination, and presents recommendations for policy action. The study was conducted with financial support from the National Institute of Education.
IRDN	<u>Illinois Resource and Dissemination Network</u> , location of the Illinois state capacity building project and part of the state education agency.
ISA	<u>Intermediate Service Agency</u> , a generic term for service agencies located between the state education agency and local education agencies.
ISD	<u>Intermediate School District</u> , the name of one type of intermediate unit in Michigan; the state has 58 ISDs.
ISRU	<u>Information Search and Retrieval Unit</u> , the information center for Project DAIRE, housed in the SEA.
ISS	<u>Information Service Specialist</u> , designation for Connecticut's four linkage agents, assigned to cover the districts of the six intermediate service areas.
ITV	<u>Instructional Television</u> .
KEDDS	<u>Kansas Education Dissemination/Diffusion System</u> , the state dissemination program; comprised of KEDDS/Resources, the capacity building project, and KEDDS/Link.
LEA	<u>Local Education Agency</u> , generally the institutions, facilities, regulatory bodies, and administrative units directly providing educational services to students, consisting of schools, school boards, and local or district superintendents, teachers and parents.
MEC/IES	<u>The Merrimac Education Center's Institute for Educational Services</u> provides access to national educational and related bases for the Massachusetts capacity building project.
MECC	<u>Minnesota Information Computing Consortium</u> , a joint effort of the state's educational authorities, particularly noted for its state-wide, computer-aided instruction network.
MINE	<u>Minnesota Information Network for Educators</u> , the state capacity building project.
NCEBOCS	<u>Northern Colorado Educational BOCS</u> supplier of ERIC and ERIC-derived products for Project ACCESS
NDLP	<u>National Dissemination Leadership Project</u> , established to promote communication among all state education agency personnel on dissemination; supported by NIE in conjunction with the State Dissemination Grants Program.

NDN	<u>National Diffusion Network</u> , a federal/state/local network of agencies established in 1974 by the U.S. Office of Education to improve the means and efforts of communication among the developers and practitioners (i.e., adopters-implementers) of worthwhile innovative practices, ideas, materials and programs in the field of education.
NE-Rx	<u>Northeast Regional Exchange</u> , a proposed RDx which would serve Maine, New York, New Hampshire, Vermont, Rhode Island and Connecticut.
NICSEM/ NIMIS	<u>National Information Center for Special Education</u> <u>Material/National Instructional Material Information System</u> , one of several computer-linked resources accessible to many capacity building projects.
NIE	<u>National Institute of Education</u> , a component of the Education Division, U.S. Department of Health, Education and Welfare, established by Congress to provide leadership and support for the practice of education as an art, science, and profession. An other component is OE.
NTS	<u>NTS Research Corporation</u> , Durham, North Carolina, the contract research organization undertaking this study of the State Dissemination Grants Program for NIE.
OE	<u>Office of Education</u> , a component of the Education Division, U.S. Department of Health, Education and Welfare, established to collect and disseminate information regarding the condition and progress of American education in the interests of promoting efficient school systems and methods of teaching. An other component is NIE.
OEP	<u>Optional Educational Program</u> , a New York program with which the capacity building project is coordinating.
ORBIT	Not an acronym. Bibliographic search service developed by the System Development Corporation of Santa Monica, California and McLean, Virginia. In addition to the ERIC base, this service also has data bases in the natural and social sciences.
OTIS	<u>Oregon Total Information System</u> , an information system located at an intermediate service agency in Eugene, Oregon.
PSEN	<u>Pupils with Special Educational Needs</u> , refers to the state portion of New York's ESEA Title I program.
PST	<u>Program Service Team</u> . Illinois's 75 linkage agents are organized into five regional groups called PSTs.
QUANDRY	Not an acronym. On-line, interactive retrieval system used by Alabama's capacity building project to search ERIC files at Auburn University.
QUERY	Not an acronym. Program designed for batch-searching various data bases, including ERIC.
R&D	<u>Research and Development</u> .
RCU	<u>Resource Coordinating Unit</u> , a unit used to provide vocational education services within a state.

RBS-Rx	<u>Research For Better Schools</u> , RDx serving Delaware, Maryland, New Jersey and Pennsylvania.
RDUP	<u>Research and Development Utilization Project</u> , sponsored by NIE to help schools clarify and solve local problems in the areas of basic skills and career education through the use of innovative R&D products.
RDx	<u>Research and Development Exchange</u> , a government-sponsored effort to establish and encourage two-way communication between educational research-and-development personnel and practitioners. Several regional educational laboratories and a university-based research and development center have come together to form a consortium; its activities in 1978 are under the general sponsorship of the Regional Programs Unit of NIE's Program on Dissemination and Improvement of Practice.
REMC	<u>Regional Educational Service Center</u> , the official title for the 22 district "media centers" in Michigan that provide their jurisdictions with various information services.
RESC	<u>Regional Educational Service Centers</u> , the name of twenty intermediate units in Oklahoma which provide special education services to school districts; five RESCs have recently become branches of the Oklahoma State Department of Education in order to broaden their services.
RIE	<u>Resources in Education</u> , formerly <u>Research in Education</u> .
RISE	<u>Research Information Service for Education</u> , an information-retrieval organization in King of Prussia, Pennsylvania, which maintains the ERIC data base and appropriate retrieval software on its own in-house computers. It serves clients both in Pennsylvania and throughout the nation.
RRC	<u>Regional Resource Center</u> , the specific title of the intermediate service agencies in Alaska.
SAS	<u>Systems Assessment Survey</u> , designed to measure the needs of Virgin Islands educators.
SCB	<u>State Capacity Building</u> , component of NIE's State Dissemination Grants Program; the subject of the NTS Study.
SDC	<u>System Development Corporation</u> , of Santa Monica, California, and McLean, Virginia; developer of ORBIT.
SDE	<u>State Department of Education</u> , frequent designation for a state education agency.
SDGP	<u>State Dissemination Grants Program</u> , a major initiative of NIE to encourage SEAs to develop comprehensive dissemination programs for the improvement of educational practice and the advancement of equality of opportunity.

- SDLP State Dissemination Leadership Project, established to promote communication among all state education agency personnel on dissemination; supported by NIE in conjunction with the State Dissemination Grants Program.
- SEA State Education Agency, a generic name for state departments of education and departments of public instruction.
- SEDL-Rx Southwest Educational Development Lab, RDx serving Arkansas, Louisiana, Texas, Oklahoma, and Mississippi.
- SEEK Sooner Exchange for Educational Knowledge, the Oklahoma state capacity building project.
- SMERC San Mateo Educational Resource Center, an information-retrieval organization in Redwood City, California which maintains the ERIC data base, and appropriate retrieval software, on its own in-house computers. SMERC serves a nationwide clientele.
- SNICER State of Nebraska Information Center for Educational Resources, the Nebraska state capacity building project.
- SWRL-Rx Southwest Regional Laboratory for Educational Research and Development, RDx serving California, Nevada, Arizona and Utah.
- T and E Thorough and Efficient, designated goal for the quality of education to be provided by the New Jersey public schools, assessed by evaluative processes.
- TDM Teacher-Developed Materials, a file of teacher-developed curriculum materials; one of two information files being developed by EPSIS for use in conjunction with ERIC to help meet New York clients' information needs.
- TIPS Topical Information Packages, designation for Delaware's pre-packaged materials.
- VERIC Vocational Education Research Information Center, one of the information resources for part of California's capacity building project and a state education agency.
- VIEDS Virgin Islands Educational Dissemination System, the territorial capacity building project.
- WDP Wisconsin Dissemination Project, the state capacity building project.